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BULLETIN OF  
THE TULANE UNIVERSITY OF LOUISIANA

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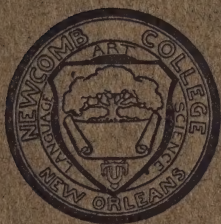
MARCH, 1911

NUMBER 3

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

THE H. SOPHIE NEWCOMB  
MEMORIAL COLLEGE FOR WOMEN

ANNOUNCEMENT  
FOR 1911-1912



Published Monthly by The Tulane University of Louisiana

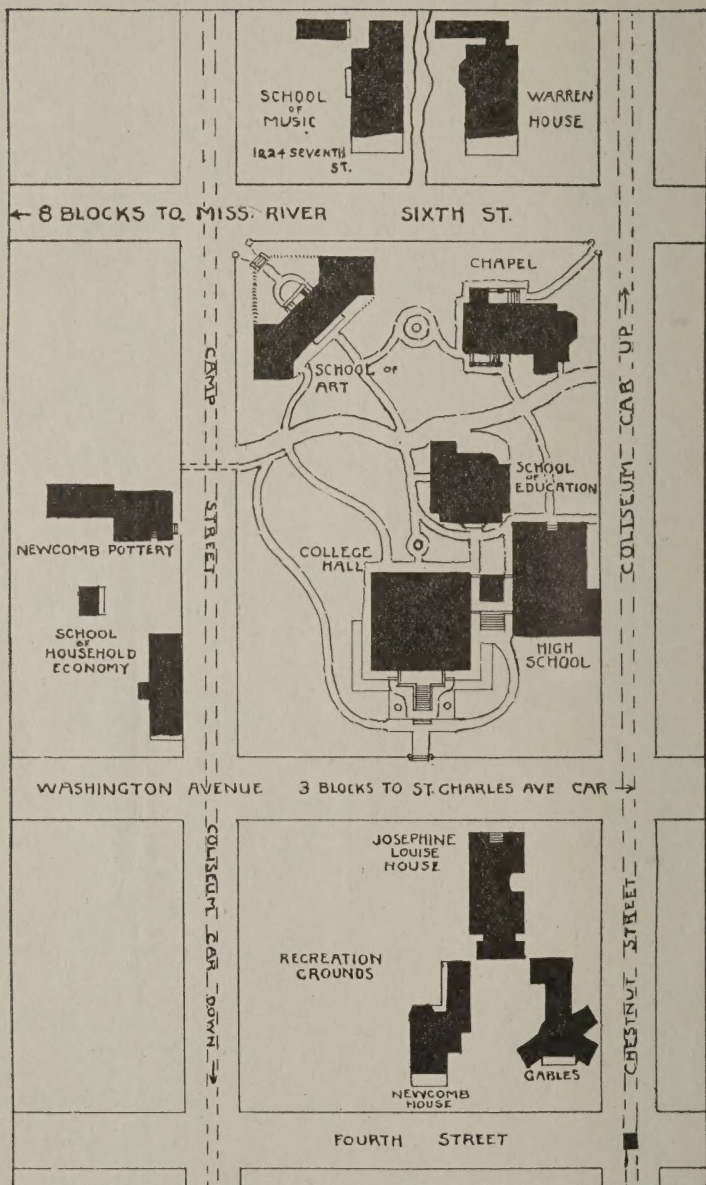
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Entered August 6, 1906, at the Post Office at New Orleans, La., as second-class matter, under Act of Congress of July 16, 1894.











The Tulane University of Louisiana

The  
H. Sophie Newcomb Memorial College  
for Women

is composed of the following schools:

School of Arts and Sciences

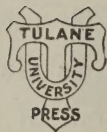
School of Art

School of Music

School of Household Economy

School of Education

High School





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# CALENDAR, 1911.

1912.

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## CALENDAR

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### 1911

Sept. 25	Monday	}	Entrance and Condition Examinations.
27	Wednesday		
Sept. 27	Wednesday		Registration of New Students.
Sept. 28	Thursday		Registration of Old Students.
Sept. 29	Friday		Opening Exercises in Chapel, 10 a. m.
Sept. 29	Friday		<b>Academic Year begins</b> , 11:30 a. m.
Nov. 1	Wednesday		All Saints Day.
Nov. 30	Thursday		Thanksgiving Day.
Dec. 2, 9, 16			Condition Examinations.
Dec. 16	Saturday		Memorial Day.
Dec. 16	Saturday		Memorial Exercises, 10:30 a. m.
Dec. 21	Thursday		Christmas holidays begin, 3:30 p. m.

### 1912

Jan. 3	Wednesday		College reopens, 9 a. m.
Jan. 6, 13, 20, 27			Condition Examinations.
Jan. 26	Friday		First Term Examinations begin.
Feb. 5	Monday		Second Term begins.
Feb. 20	Tuesday	}	Mardi Gras vacation.
Feb. 21	Wednesday		
Mar. 8	Friday		Founders' Day.
April, 6, 13, 20, 27			Condition Examinations.
April 5	Friday		Good Friday.
April 7	Sunday		Easter Memorial Service, 3:30 p. m.
May 17	Friday		Final Examinations begin.
May 20	Monday		Senior Vacation begins, 3:30 p. m.
May 26	Sunday		Baccalaureate Sermon, 10:30 a. m.
May 27	Monday		Closing Exercises of College, 10:30 a. m.
May 28	Tuesday		Commencement of High School Department, 10:30 a. m.
May 29	Wednesday	}	University Commencement.
			<b>Academic Year ends.</b>

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## THE COLLEGE

The H. Sophie Newcomb Memorial College was founded in 1886 by Mrs. Josephine Louise Newcomb, as a memorial to her daughter, and is devoted to the higher education of young women.

In perpetuating the memory of an only child, Mrs. Newcomb enabled the Tulane Administrators to round out the ideal of a university by the creation of an institution that would give to women all the educational advantages which had before been offered only to men. Mrs. Newcomb's letter of gift is as follows:

NEW YORK CITY, *October 11, 1886.*

MESSRS. RANDALL L. GIBSON, CHAS. E. FENNER, JAMES MCCONNELL, T. G. RICHARDSON, EDWARD D. WHITE, EDGAR H. FARRAR, P. N. STRONG, BENJAMIN M. PALMER, SAMUEL H. KENNEDY, WALTER R. STAUFFER, CARTWRIGHT EUSTIS, HENRY GNDER, JOHN T. HARDIE, ROBERT M. WALMSLEY, WILLIAM F. HALSEY, JOHN N. GALLEHER, JOSEPH C. MORRIS, SAMUEL D. MCENERY, WARREN EASTON, AND J. V. GUILLOTTE, THE ADMNISTRATORS OF THE TULANE EDUCATIONAL FUND.

GENTLEMEN: In pursuance of a long cherished design to establish an appropriate memorial of my beloved daughter, H. Sophie Newcomb, deceased, I have determined, at the instance of my friend, Col. William Preston Johnston, to intrust to your Board the execution of my design.

Feeling a deep personal sympathy with the people of New Orleans and a strong desire to advance the cause of female education in Louisiana, and believing also that I shall find in the board selected by the benevolent Paul Tulane the wisest and safest custodian of the fund I propose to give, I hereby donate to your Board the sum of \$100,000, to be used in establishing the H. Sophie Newcomb Memorial College, in the Tulane University of Louisiana, for the higher education of *white* girls and young women.

I request that you will see that the tendency of the institution shall be in harmony with the fundamental principles of the Christian religion, and to that end that you will have a chapel or assembly room in which Christian worship may be observed daily for the benefit of the students. But I desire that worship and instruction shall not be of a sectarian or denominational character. I further request that the education given shall look to the practical side of life as well as to literary excellence. But I do not mean in this my act of donation to impose upon you restrictions which will allow the intervention of any person or persons to control, regulate, or interfere with your disposition of this fund, which is committed fully and solely to your care and discretion, with entire confidence in your fidelity and wisdom.

Invoking the favor of Divine Providence for your guidance in the administration of the fund, and for your personal welfare,

I am, very respectfully, your obedient servant,

JOSEPHINE LOUISE NEWCOMB.

The Newcomb College was a matter of the greatest personal interest to Mrs. Newcomb to the time of her death. She added largely to her original endowment, and enabled it to build the handsome group of buildings in which it is now domiciled. By her will, the University was made her residuary legatee, and has received an additional bequest of about \$2,700,000.

The college grounds occupy a large tract, several acres in extent, on Washington Avenue, in one of the best residence sections of the city. Shaded by live oaks, palms, and other trees and shrubbery, the grounds afford ample opportunity for open air recreation. The group of buildings comprises: 1. Newcomb Hall, in which the exercises of the college are mainly conducted, and in which are located also the library and a lecture hall capable of seating seven hundred persons. 2. The High School, with the gymnasium on the first floor, and, upon the second and third floors, chemical, physical, and biological laboratories, with ample class-rooms. 3. The Art Building, offering every facility for the study and practice of industrial and fine arts, with picture galleries and an art library. 4. The Chapel, capable of accommodating five hundred persons. 5. The Pottery, containing kilns for the manufacture and decoration of ware and other appliances for a course in ceramic art. 6. The School of Household Economy, 1138 Washington Avenue. 7. The School of Music, 1224 Seventh Street; and the following residences for students: The Josephine Louise House, 1231 Washington Avenue, The Newcomb House, 1224 Fourth Street; The Gables, 1236 Fourth Street; The Warren House, 1230 Sixth Street.

On account of the growth of the college, and the further expansion which is proposed, the present site and accommodations are found to be too restricted. The Board of Administrators has therefore decided upon a removal to a more desirable location, and, for this purpose has purchased a large tract, about thirty acres in extent, on Broadway and Audubon Place where suitable and fully equipped buildings are to be erected as soon as possible. Detailed description of these will be published as soon as the several plans have been accepted.



## OFFICERS OF INSTRUCTION AND ADMINISTRATION

---

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SUPERVISOR OF PRACTICE AND ASSISTANT IN VOICE.

HESTER WEDDELL,  
ASSISTANT SUPERVISOR OF PRACTICE.

EDNA VALLAS  
TEACHING FELLOW IN LATIN.

PHYLLIS DUDLEY HICKSON,  
TEACHING FELLOW IN BIOLOGY.

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SECRETARY.

FRANK HAY SPANG,  
REGISTRAR.

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MARGARET GREEN DAVIS,  
LADY IN CHARGE OF NEWCOMB HOUSE.

ELIZABETH MORTON HUSBANDS,  
LADY IN CHARGE OF WARREN HOUSE.

EDITH CARY DAVIS,  
LADY IN CHARGE OF GABLES.

MARTHA VIRGINIA WILDESEN,  
STENOGRAPHER, SCHOOL OF ART.

GRACE RODD,  
ORGANIST.

DESIREE ROMAN,  
CLERK AT POTTERY.

PAUL ERNEST COX, B. S.,  
CERAMIC CHEMIST.

JOSEPH MEYER,  
POTTER.

JOSEPH NORMAN HEDRICK,  
ENGINEER,

FRANCIS BUHLER,  
GARDENER.



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ANDRÉ BEZIAT DE BORDES.

## SPECIAL LECTURES

(FOR THE CURRENT YEAR)

Nov. 9. M. A. Béziat, Ph. D., Professeur de langues romanes au Collège Newcomb de l'Université Tulane: "*Victor Hugo chantre de Napoléon*".

Nov. 16. M. Pierce Butler, Ph. D., Professeur de littérature et de philologie anglaises au Collège Newcomb: "*Fontainebleau et ses environs*". (**Avec projections**).

Nov. 30. Mlle. Grace King, Femme de lettres: "*Une femme de lettres en France—souvenirs personnels*".

Dec. 14. M. Léon R. Maxwell, A. M., Directeur du Conservatoire de Musique du Collège Newcomb: "*Le Compositeur Jean—Baptiste Moreau et les Chœurs d'Athalie*". (Les chœurs ont été chantés par un chœur de jeunes gens et de jeunes filles de l'Université sous la direction de M. Maxwell).

Jan. 11. M. A. Béziat, Ph. D., Professeur à l'Université Tulane (Collège Newcomb): "*Le Midi Pyrénéen*": (Biarritz, Bayonne, Pau, Lourdes,—Stations thermales, —Une vallée pyrénéenne: (**Avec projections**).

Jan. 18. M. A. Béziat: "*Au Pays Basque*".

Jan 25. Mlle. Emmeline d'Aubigné Greene, Professeur de français. "*Le Midi et la Côte d'Azur*": Nice, Monaco, Toulon, les Iles d'Hyères, etc. (**Avec projections**).

Feb. 1. M. A. Béziat: "*Coup d'œil général sur l'œuvre de Molière*".

Feb. 2. M. Gustave Michaut, Docteur és-lettres, agrégé de l'Université, Maître de conférences de littérature française à l'Université de Paris, Conférencier officiel de l'Alliance française. "*Molière dans son œuvre*." (Dans quelle mesure Molière met sa personne et ses sentiments privés dans ses comédies).

Feb. 8. M. A. de Chateauneuf,—Directeur des classes de français de l'Alliance Franco-Louisianaise dans les Ecoles publiques de la Nouvelle Orléans: "*Châteaux et Paysages de la Touraine et de l'Orléanais*". (**Avec projections**).

Feb. 15. M. Léon R. Maxwell, A. M., Directeur du Conservatoire de Musique du Collège Newcomb: "*L'Opéra au XVIIe Siècle; le Compositeur Jean—Baptiste Moreau et les Chœurs d'Athalie*". (Les

chœurs ont été chantés par un chœur de jeunes gens et de jeunes filles de l'Université sous la direction de M. Maxwell).

(Repeated by public request).

March 8. M. Albert Breton, Vice Président de la Banque Nationale German-American, Président de l'Association des Banquiers de la Louisiane: "*Paris et la Mode*". (Avec projections).

March 15. M. A. Béziat: "*Victor Hugo Poète satirique*."

March 29. M. Lionel C. Durel, Professeur de français à l'Ecole supérieure: "*Le Poète des Humbles*." (François Coppée.)

April 5. Mma L. A. Fortier, Professeur de français à l'Ecole supérieure de Jeunes filles: "*Le Féminisme*."

### RECITALS

(FOR THE CURRENT YEAR)

Oct. 20, 1910. First Recital. Three Beethoven pianoforte sonatas played by Chevalier Giuseppe Ferrata.

Oct. 27, 1910. Second Recital. Piano compositions of J. S. Bach played by Evelyn Cathcart Reed.

Nov. 3, 1910. Third Recital. Beethoven songs rendered by Leon Ryder Maxwell with Leonard Drueding at the piano.

November 10, 1910. Fourth Recital. Violin compositions of J. S. Bach, Händel, Mozart and Tartini played by René Salomon with Alice Weddell at the piano.

Nov. 17, 1910. Fifth Recital. Organ compositions of Arcadelt, Frescobaldi, J. S. Bach, Rheinberger, and Guilmant played by Henry Drueding.

Dec. 1, 1910. Sixth Recital. Piano compositions of J. S. Bach and Händel played by Alice Weddell.

Dec. 8, 1910. Seventh Recital. Piano, vocal and violin compositions of Godard, Liebling, Debussy, Thomé, Leschetizky, Beethoven, Cesti, Caldara, Rachmaninoff, Chopin, Schubert and Liszt, played by pupils of the School, Bessie A. Gillentine, Mabel Rose Sivewright, Bessie J. Ashmore, Inez Lambert, Elizabeth Belton, Emilie Chretien, Susybelle West, Phyllis Gresham Bush, Nellie May Pearce, Bernice Cecilia Frye, and Parie M. Nabors.

Dec. 12, 1910. First Concert. Compositions of Chevalier Dr. Giuseppe Ferrata, performed by members of the faculty, Giuseppe Ferrata, Leon Ryder Maxwell, René Salomon and Louis Emmanuel Faget, assisted by Laura Alice Spang, Henri Wehrmann and Gustave Castillon.



Dec. 15, 1910. Eighth Recital. Piano, vocal and violin compositions of Schütt, Godard, MacDowell, Marie, Beethoven, Gluck, Rachmaninoff, Chopin and Schumann, performed by pupils of the School. Ione H. Robinson, Willie Wynn White, Angie McLees, Greenwood Hardy, Inez Lambert, Carrie Beth Schwing, Nellie May Pearce, Irma Faust, Edith Mildred Snyder and Edith Taliaferro.

Jan. 5, 1911. Ninth Recital. Piano sonatas and fantasies of Haydn and Mozart played by Evelyn Cathcart Reed.

Jan. 12, 1911. Tenth Recital. Violoncello compositions of J. S. Bach, Massenet and Saint-Saëns played by Louis Emmanuel Faget with René Salomon at the piano.

January 19, 1911. Eleventh Recital. Schubert songs rendered by Leon Ryder Maxwell with Alice Weddell at the piano.

Jan. 26, 1911. Twelfth Recital. Piano compositions of Mendelssohn played by Chevalier Giuseppe Ferrata.

Feb. 9, 1911. Thirteenth Recital. Violin compositions of Tschaiikowski, Cui, Wieniawski, and Ilyinsky played by René Salomon with Walter Goldstein at the piano.

Feb. 16, 1911. Fourteenth Recital. Piano compositions of Schumann and Brahms played by Alice Weddell.

Feb. 23, 1911. Fifteenth Recital. Schubert songs rendered by Laura Alice Spang with Hester Weddell at the piano.

March 2, 1911. Sixteenth Recital. Organ compositions of Mendelsshon, Guilmant, and Rinch played by Henry Drueding.

March 9, 1911. Seventeenth Recital. Piano compositions of Reethovene, Chopin, MacDowell, Brahm, and Liszt, played by Leonard Drueding.

March 16, 1911. Eighteenth Recital. Piano compositions of Schumann, Stojowski, Pugno, Sgambati, Liszt, and Chopin played by Frank Ellis.

March 23, 1911. Nineteenth Recital. Ensemble numbers by Saint-Saëns, Raff, Pirani, Mozart, Grieg, Franck, Chaminade, and Godard played by Edith Mildred Snyder, Nora Ella Fly, Edith Taliaferro, Adine Elliott, Inez Lambert, Susybelle West, Angie McLees, Bessie Gillentine, Leonard Drueding, and Frank Ellis.

March 30, 1911. Twentieth Recital. Chadwick and MacDowell songs rendered by Leon Ryder Maxwell with Evelyn Cathcart Reed at the Piano.

April 6, 1911. Twenty-first Recital. Piano compositions by Grieg played by Chevalier Giuseppe Ferrata.





# FACTS

LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

H. SOPHIE NEWCOMB

MEMORIAL COLLEGE FOR WOMEN

TULANE UNIVERSITY OF LOUISIANA

NEW ORLEANS







### **School of Arts and Sciences**

Offers full courses in Literature, History, Philosophy and Science, leading to the degree of Bachelor of Arts. Advanced courses in the University leading to the M. A. and Ph. D. degrees are open to women.

### **School of Art**

In two buildings specially designed for this purpose offers full courses in Normal Art; Studio classes in Drawing, Oil and Water-Color Painting, Design, Clay Modeling, Composition, China Painting, Pen Drawing, Interior Decoration, Metal Work, Pottery Manufacture and Decoration, Embroidery, Weaving and Dyeing.

### **School of Music**

Offers superior facilities for the study of music. Course in the History, Theory and Appreciation of Music, Public School Methods, Professional courses for those who wish to specialize in music as Teachers, Critics, Performers and Composers, Practical courses in Piano, Voice, Violin, etc.

# THE H. SOPHIE NEWCOMB MEMORIAL COLLEGE FOR WOMEN



FOUNDED 1886

PROPERTY AND ENDOWMENT \$4,000,000.00

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## **School of Household Economy**

Furnishes training in the subjects which pertain to home making, and prepares teachers in these subjects. A Normal Course of two years and a Normal Course of four years are offered. Special classes for home makers in Cookery, Household Management, Sewing and Millinery.

## **School of Education**

Affords to young women opportunity for specialization in the work of Education, including preparation for teaching in Kindergarten, Elementary and High School, College and Physical Education.

## **High School**

Offers a four years course in which regular and systematic training leads directly to College work. This school enjoys special advantages through its connection with the School of Education.

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## Entrance Requirements

Applicants for admission to the Freshman Class must be *sixteen* years of age, and must offer preparation equivalent to a four-year High School course, fifteen "Carnegie Units" as follows:

English .....	3	Mathematics.....	3
Major Language 3 or 4		History .....	2
Minor Language..	2	Physics or Chemistry	1
Elective to 15 units.			

Applicants for admission to regular courses in the School of Art, School of Music, School of Household Economy, School of Education and Normal Physical Education are required to offer full College preparation. Applicants not offering full preparation will be admitted as "Special Students." Special students must be nineteen years of age, take not less than two studies, and be prepared to enter class desired.

Applicants for admission to the High School must be thirteen years of age, and offer preparation equivalent to the eighth grade of Public School Course. Special students not admitted to the High School.

## **Boarding Department**

The several dormitories are conveniently located near the College, and are provided with every convenience for boarding students. Every precaution has been taken for the care and comfort of students. As the capacity of the dormitories is necessarily limited, application for accommodations should be made not later than September 1st, earlier if possible. The necessary application blank will be furnished upon request.

## **Athletics**

There is a large well equipped gymnasium, in which regular classes are held, and in which all students, unless excused for reasons, are required to attend. The grounds are laid out for basket ball, tennis and other outdoor sports.

This circular gives only a brief outline of the opportunities offered young women who desire a thorough education, either as preparation for teaching or for general culture. A catalogue is published which gives in detail the courses offered in the different departments. This catalogue, entrance certificate, and room application blank will be furnished upon request.

We will answer promptly, any inquiries regarding the college or the courses offered. A postal card will do.

Address all inquiries to

**THE REGISTRAR,**  
**H. Sophie Newcomb Memorial College,**  
**New Orleans, La.**





## Location

The H. Sophie Newcomb Memorial College was founded in 1886 by Mrs. Josephine Louise Newcomb, as a memorial to her daughter, and is devoted to the higher education of young women. It is pleasantly located on Washington Avenue, in one of the best residence sections of the city. The grounds, several acres in extent, shaded by live oaks, palms and other trees, afford ample opportunity for outdoor recreation.

## New Buildings

On account of the growth of the College, and the further expansion which is proposed, the Board of Administrators have purchased a large tract, about thirty acres in extent, on Broadway and Audubon Place, where suitable and fully equipped buildings are to be erected as soon as possible.

## Health and Climate

New Orleans, the "Winter Capitol" of the United States, is one of the healthiest cities in the country. Statistics show the average resident white death rate to be less than fifteen per thousand. With many beautiful parks as breathing spots, and being practically surrounded by such large bodies of salt water as Lake Maurepas, Lake Pontchartrain, Lake Borgne, Mississippi Sound and the Gulf of Mexico, and the fresh water of the winding Mississippi River. New Orleans is not only healthier, but in fact, much cooler in summer time than most cities of the North. The nights are particularly cool and refreshing.



## REQUIREMENTS FOR ADMISSION

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The Board of Administrators and the several faculties of the Tulane University of Louisiana now require for admission to the Freshman class, a preparation equivalent to a four year course in High School work.

An applicant for admission to the Freshman class, must be not less than sixteen years of age. She should report at least one day before the time set for the Entrance Examinations, in order that she may be properly enrolled and instructed.

The requirements for admission to the H. Sophie Newcomb Memorial College of the Tulane University of Louisiana, have been placed upon a basis of "units" as follows:

1) A "unit" is a subject pursued through one school year, with not less than five recitation periods per week.

2) Fourteen and one-half units are required for full entrance.

3) An applicant presenting 12 units may be admitted to partial standing, with the condition that she make up the deficiencies.

4) An applicant presenting less than 12 units will not be received.

5) An applicant for admission to any School of the college, including Art, Household Economy, Education, and Music, must offer 3 units in English, 3 in Mathematics, at least 2 in Latin, Greek, French or German, and 1 or 2 as specified in 5a below.

5a) An applicant for admission to the School of Household Economy must offer 1 unit in Chemistry and 1 unit in Freehand Drawing.

An applicant for admission to the School of Education must offer 1 unit in Chemistry or Physics.

In addition to the general requirements, an applicant for admission to the regular courses of the School of Music, with piano or organ as the major instrument, must show a technical proficiency equivalent to Grade III in the outline of the course in Piano (page III).

6) An applicant for admission to the B. A. course must offer 3 units in English, 3 in Mathematics, 3 in a Major Language (if Latin 4), 2 in a Minor Language (if Latin 3), and 1 in either Physics or Chemistry. For a Minor Language, 2 units in History may be substituted.

7) The units not specified above must be chosen from the table below, making in all 14½ units for full standing:

1. English Composition	2	13. Med. and Mod. History	I
2. English Literature	1 or 2	14. English History	I
3. Elementary Algebra	1½	15. American History	I
4. Plane Geometry	I	16. Physics	I
5. Solid Geometry	½	17. Chemistry	I
6. Trigonometry	½	18. Biology (Bot. and Zool.)	I
7. Latin	2, 3, or 4	19. Botany	I
8. Greek	2 or 3	20. Zoology	I
9. French	2 or 3	21. Physiology	I
10. Spanish	2	22. Physiography	I
11. German	2 or 3	23. Freehand Drawing	I
12. Ancient History	I		

8) No entrance credit will be allowed for any subject pursued for less than one school year.

9) Certificates for work done in affiliated preparatory schools will be accepted only in the case of *graduates* of those schools.

An applicant for admission who *has not graduated* from an affiliated school will be admitted only upon examination; but a student may be admitted without examination when she brings a certificate from a teacher, or from a graduate of this college who is engaged in teaching, the results of whose work have been tested by examination or otherwise to the satisfaction of the faculty.

In all cases the certificate must specify the text-book used, and the ground actually covered. Certificate forms will be furnished on application to the Registrar.

10) Beginning with the session of 1912-13 a student entering from a school offering only a three years high school course shall not receive a credit of more than 12 units.

11) A student coming directly from a high school from which she has not graduated shall not be admitted to examination for admission.

*No student will be permitted to matriculate until her certificate has been examined by the Committee on Admission. Certificates should be sent to the Registrar not later than September 15th.*

### 1. English Composition

Preparation equivalent to the following will be required for admission:

As much as five recitations a week should be devoted to English composition for two years of the high school course, or the equivalent may be attained through giving two hours a week for two years, and three hours a week for two years more. The greater part of this time

should be devoted to practice in writing. Close attention should be given to spelling, sentence structure, and division into paragraphs. The candidate will be required to show a good knowledge of the principles of English grammar and the fundamental principles of rhetoric, and an ability to think consecutively and express herself clearly on simple subjects. 2 units

## 2. English Literature

As much as three hours a week for one year, and two hours a week for one year more, should be devoted to the study of English literature. 1 unit

This requirement would be doubled for 2 units.

The candidate examined to test the thoroughness of the preparation above described will be required to write several short paragraphs on topics taken from the books enumerated below. A number of these topics will be presented, probably fifteen or twenty, for her selection, from which she will be expected to choose three or four for her examination paper. The treatment of these is designed to test her powers of clear and accurate expression. Only a general knowledge of the subject matter will be required. She will also be permitted to present exercise books or compositions properly attested by her teacher.

The books set for these examinations in 1911 will be:

STUDY AND PRACTICE: Shakespeare's Julius Cæsar and Merchant of Venice; Milton's L'Allegro, Il Penseroso; Burke's Speech on Conciliation with America; Macaulay's Essays on Addison, Milton, and Life of Johnson.

TO BE READ: Coleridge's Ancient Mariner; George Eliot's, Silas Marner; Irving's Life of Goldsmith; Lowell's Vision of Sir Launfal; Scott's Ivanhoe and Lady of the Lake; Shakespeare's Macbeth; Tennyson's Gareth and Lynette, Lancelot and Elaine, and the Passing of Arthur; Goldsmith's Vicar of Wakefield.

The candidate will be expected to possess a fair knowledge of the biographies of these authors.

Clear and correct English is expected in all examinations, and an adequate understanding of grammar and rhetoric will be required. *No candidate markedly deficient in English will be admitted to any course in the College.*



### 3. Elementary Algebra

The candidate should possess a thorough knowledge of all the fundamental processes of algebra from simple addition through quadratic equations of one or more unknown quantities, as found in a text of the grade of Hall and Knight's College Algebra. She must be able to factor any ordinary product; to find the greatest common divisor or the least common multiple, to solve simple or simultaneous equations of the first degree, especially those involving fractions; to extract the square or cube root; to solve any quadratic by completing the square, as well as by other methods; to solve the type equations in simultaneous quadratics; to handle fractional and negative exponents, and to interpret their meaning; to solve equations involving such exponents or involving radicals. She must know how to solve problems from the statement of the conditions. She must be able to do this work with ease and accuracy and must show the familiarity of constant and abundant practice.

1½ units

### 4. Plane Geometry

The requirements in this course cover not only the whole of the text of plane geometry, but also a sufficient number of original problems to enable the student to solve such problems readily and accurately.

1 unit

### 5. Solid Geometry

The relations of lines and planes; the properties of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle, with original exercises in all these subjects.

½ unit

### 6. Trigonometry

This includes the theory and use of logarithms; the proof of the general formulae of plane trigonometry, and the use of these formulae in original problems, especially in the numerical solution of triangles.

½ unit

### 7. Latin

All candidates for admission should present a statement from their former teacher of the amount of Latin read and the text-books used.

a. Grammar, inflections, and the essentials of syntax; Cæsar's Gallic War, Books I-IV, or an equivalent; Latin prose composition. The preparation should include an accurate knowledge of the forms of the

language; the ability to pronounce Latin with proper attention to the quantity of the syllables; the ability to translate easy Latin prose into good, idiomatic English; the ability to turn simple English sentences into Latin. 2 units

*b.* In addition to the requirement under *a*, the candidate for admission should have had continued training in Latin forms and syntax; she should have read six orations of Cicero, or an equivalent, with at least one exercise each week in turning into Latin connected English of simple style, and some training in translating easy Latin at sight.

Required for admission to minor Freshman Latin. 1 unit

*c.* Continued training in Latin forms and syntax; at least six books of Virgil's Aeneid, or an equivalent. It should include a knowledge of the rules of prosody and ability to read hexameters metrically, also a review of prose syntax through systematic work in Latin writing.

Required for admission to major Freshman Latin. 1 unit

It should be observed that while two units of preparation in Latin will be accepted for entrance provided Latin is not continued in College, three units must be offered for admission to minor and four for admission to major Freshman Latin.

## 8. Greek

*a. Elementary.* Grammar, phonetics, inflections, formation of words, and the essentials of syntax; Xenophon's Anabasis, I-IV, or an equivalent; Greek prose composition, once a week in connection with the reading of the text. The candidate for admission should be able to read Greek aloud without stumbling and to translate simple, easy prose at sight.

Text-books suggested:

Ball, *Elements of Greek*, White's *First Greek Book*, or Burgess and Bonner, *Elementary Greek*.

Hadley-Allen or Goodwin, *Greek Grammar*.

Goodwin-White or Smith, *Xenophon's Anabasis*.

Jones or Gleason or Collar-Daniel, *Greek Prose Composition*.

2 units

*b. Advanced.* Homer, Iliad, I-III, or an equivalent; advanced prose composition. The candidate must show a thorough acquaintance with the forms and syntax of Homeric Greek and must be able to read metrically, with accurate attention to quantities and rhythm, any given passage of Homer. She should have in addition to the requirements under *a*, at least one exercise each week in turning English into Greek. 1 unit

### 9-10. Romance Languages

*a. Elementary.* The elementary study of the languages, covering two years of daily recitations, should lay stress on the following points:

1. An accurate knowledge of the forms of the language, including the inflections, conjugations, and principal parts of verbs. Particular attention should be devoted to this part of the subject; constant drill in the verbal inflections, both written and oral, and dictation exercises are recommended.
2. The elements of syntax, such as the use of the article, the personal pronouns, the subjunctive, the partitive construction, and the agreement of the participle.
3. The ability to turn easy English prose into French or Spanish.
4. The ability to read at sight ordinary French or Spanish.
5. The ability to pronounce French or Spanish correctly.

The reading in the elementary course should cover not less than six hundred duodecimo pages chosen from the works of at least three different authors.

2 units

*b. Advanced.* The advanced requirements are intended to represent a third year of daily recitations. The specific demands are:

1. A thorough knowledge of modern French syntax.
2. The ability to read modern French at sight.
3. The ability to write French from dictation, to give in French the grammatical analysis of any sentence in the dictation, to correct at sight and give the corresponding rule of syntax in any of the exercises in Larive and Fleury's 3rd year exercise book or equivalent.

The reading in the Advanced course should cover not less than four of the classic dramas, (such as *Les Femmes Savantes*, *Le Cid*, *Athalie*, and *Hernani*), and eight hundred pages of modern prose.

1 unit

### 11. German

All candidates should present a statement from their former teacher of the amount of German read and the text-books used.

*a. Elementary.* In the study of elementary German special attention should be given to the following points:

1. An accurate knowledge of the principles of elementary grammar, embracing especially inflections, word-order, the composition of words, the force of prefixes.
2. The ability to translate easy prose from English into German. Proficiency in this can only be obtained through constant oral and written drill in the inflections and through ample written exercises in translation from English into German, fixing the rudiments of grammar.
3. The ability to pronounce German

through careful study of the rules of pronunciation and accentuation and through daily and abundant practice in reading aloud. 4. The ability to translate easy German prose and verse into English. Preparation for this would be represented by reading material of the character of some good reader and of books of the quality of Guerber's *Märchen und Erzählungen*, Heyse's *L'Arrabiata*, Storm's *Immensee*, Frommel's *Eingeschnitten*, or their equivalents. At least two such books should be read, together with an easy comedy of the type of Benedix' *Die Hochzeitsreise*; Fulda's *Unter Vier Augen*, Rosen's *Ein Knof*, or their equivalents. 5. The ability to recognize German words and simple sentences when spoken. 2 units

b. *Advanced*. In addition to the requirements for elementary German in grammar and reading, candidates must present:

1. A thorough knowledge of the modal verbs, the strong verbs, and of more advanced syntax, with special reference to the use of the tenses, cases and moods. 2. The reading required must be obtained by the careful perusal of contemporary prose, as represented by Keller's *Kleider machen Leute*, Jensen's *Die Braune Erica*, Riehl's *Burg Neideck*, or their equivalents, supplemented by a drama of the quality of Fulda's *Der Talisman*, or Moser's *Ultimo*, and by poems as found in Hatfield's *German Lyrics and Ballads* or Klenze's *Deutsche Gedichte*. 1 unit

## 12-15. History

While text-book knowledge is valuable, a candidate for credit in entrance history must submit evidence of a certain amount of work done outside the text-books. She must have received training in map drawing and in the investigation of topics requiring supplementary reading. She must show a considerable knowledge of the supplementary reading given below, with analysis of special chapters.

The evidence of such work may be presented in the form of a note book, containing the exercises of the student in any one of the four history subjects, or in the form of a detailed statement made by the teacher.

### 12. Ancient History

Text-books: *The Oriental Nations*; West, *Ancient History*, 1-75; or Meyers, *General History*, 1-86; or an equivalent. Greece:—Myers, *History of Greece*; or Botsford, *History of Greece*; or the equivalent. Rome:—Myers, *Rome*; or West, *Ancient History*; or Botsford, *Rome*; or an equivalent.



For supplemental reading:—Munro, *Source Book of Roman History*; Cox, *General History of Greece* (Student's Series); Pelham, *Outlines of Roman History*; Abbott, *Roman Political Institutions*; Ginn & Co., *Classical Atlas*.

I unit

### 13. Mediæval and Modern History

Text-books: Myers, *Mediaeval and Modern History*; or Robinson, *History of Western Europe*; or an equivalent.

For supplemental reading and reference:—Robinson, *Readings in European History*; West, *Modern History*; Adams, *Civilization during the Middle Ages*; Fyffe, *History of Modern Europe* (Popular Edition); Munro & Sellery, *Mediaeval Civilization*; Dow, *Historical Atlas*.

I unit

### 14. English History

Text-books: Andrews, *History of England*; Coman & Kendall, *History of England*; or Ransome, *Advanced History of England*; or an equivalent.

For supplemental reading: Green, *Short History of the English People*; Traill, *Social England*; Adams & Stephens, *Select Documents of English Constitutional History*; Kendall, *Source Book of English History*; Lee, *Source Book of English History*; University of Pennsylvania, *Translations and Reprints*; Gardiner, *School Atlas of England*.

I unit

### 15. American History

Text-books: Chambers, *History of the United States*; or Montgomery, *American History*; or an equivalent; and Hart, *Actual Government*; or Ashley, *American Federal Government*; or an equivalent.

For supplemental reading and reference: "Epochs of American History" series; Hart, *American History told by Contemporaries*; MacDonald, *Select Charters, Select Documents and Select Statutes*; McCoun, *Historical Geography of the United States*.

I unit.

A candidate desiring credit for one or more units in these courses must stand an examination, or present satisfactory evidence of completion of the course or courses, in the form of certificates or statements from an accredited school or instructor, showing the amount of work done, and especially the amount of reference and topical work. In special cases, a credit of one unit will be allowed for a course in such a book as Myers' one-volume *General History*, supplemented by reading and topical work.

## 16. Physics

A general elementary course, occupying at least five hours a week for one year, at least one-third of which time is to be devoted to individual laboratory practice. The instruction should include abundant illustrative lecture room experiences, and should devote especial attention to the illustrations of physical principles to be found in every day life.

The scope of the work required is about that indicated by the Carhart & Chute, *Physics*; or the Gage, *Principles of Physics*; together with not less than thirty laboratory experiments similar to those of the *Harvard Descriptive List of Elementary Exercises in Physics*.

A student offering Physics for entrance credit will be required to submit with her other credentials, a note book showing the laboratory work done, properly certified by her instructor. 1 unit.

It should be noted that this unit in Physics, or the corresponding unit in Chemistry will be required for college entrance, beginning Oct. 1911.

## 17. Chemistry

An elementary course in Inorganic Chemistry occupying 5 hours a week one year, of which 2-5 of the time is given to individual work.

The student is expected to have acquired a thorough knowledge of the principles of general Chemistry, as illustrated by the *non-metals* and a few of the more common metals. The scope of the work is indicated in a general way by such a text as McPherson and Henderson's *Elementary Chemistry*; chapters 1 through 22.

A student offering Chemistry for entrance credit will be required to submit with her other credentials, a note-book, showing the laboratory work done, properly certified by her instructor. 1 unit

It should be noted that this unit in Chemistry, or the corresponding unit in Physics will be required for college entrance, beginning Oct. 1911.

## 18. Biology (Botany and Zoology)

One year's work divided between Botany and Zoology, according to the scheme presented under 19 (Botany) and 20 (Zoology).

Text-books suggested: Leavitt, *Outlines of Botany*; Chapin & Rettger, *Zoology*. 1 unit

### 19. Botany

Structure and classification of the flowering and higher orders of the non-flowering plants. A working knowledge of the compound microscope.

Text-book suggested: Bergen, *Elements of Botany*. 1 unit

### 20. Zoology

A thorough knowledge of animal life in general, such as may be obtained by out-door observations of the habits of wild and domestic animals under the guidance and supervision of a competent instructor.

Text-book suggested: Davenport, *Introduction to Zoology*; Alvin Davison, *Practical Zoology*; or an equivalent. 1 unit

### 21. Physiology

The structure and functions of the human body. Text-books suggested: Martin, *The Human Body*, (briefer 5th revised edition); Lincoln, *Hygienic Physiology*; or Smith, *The Human Body and its Health*.

A candidate for entrance who has taken only the work in elementary physiology and hygiene done in the grammar or intermediate grades is not prepared to offer the subject for entrance credit. The elementary physiology and hygiene of the grammar grades in this regard, are in the same category as are the other subjects studied in the grammar grades, such as arithmetic and geography, which are assumed as preliminary to the subjects offered for entrance. 1 unit

### 22. Physiography

The equivalent to Davis, *Physical Geography*, with a laboratory and field course of exercises actually performed by the candidate. The original note-book, certified by the teacher, and recording, with dates, the steps and results of the observations made by the candidate, should be submitted as evidence of the nature of the work. 1 unit

### 23. Freehand Drawing

The candidate for entrance to the School of Arts and Sciences must show ability to draw from usual plaster casts of ornament or from the object; to use water colors in simple form; and must submit examples of elementary design and working drawing. 1 unit

## **GENERAL INFORMATION**

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### **SESSION**

The College will open September 29, 1911, and regular work will be immediately begun. Session will close May 29, 1912.

Parents and students are reminded of the necessity of beginning the session promptly and of completing it fully. Much difficulty is occasioned by the late arrival and early departure of students, and they are warned that without full attendance they will not be able to maintain their grade.

### **CORRESPONDENCE**

Address all communications to The Registrar, H. Sophie Newcomb Memorial College, New Orleans, La.

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### **SCHEDULE OF EXAMINATIONS**

ENTRANCE EXAMINATIONS will be held as follows:

MONDAY, SEPTEMBER 25, Mathematics 9:00 a. m., and French 1:00 p. m.

TUESDAY, SEPTEMBER 26, German, Latin 9:00 a. m., and English 1:00 p. m.

WEDNESDAY, SEPTEMBER 27, History, Greek 9:00 a. m., Sciences and Music 1:00 p. m.

Applicants for scholarships open to competition, and conditioned students must present themselves for examination at the college on the dates given above.

Copies of entrance examination questions will be furnished on application to the Registrar.

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### **EXAMINATIONS IN ART**

Credentials for entering Normal Art Course must be presented to Director of School of Art not later than September 24th.

New candidates for a higher grade and students with conditions should present themselves Wednesday, September 27th, to Friday, 29th, at 9:00 a. m.

A student concluding the year's work should take examinations at the close of the session.

If for sufficient reason this is impossible, the examination may be taken at the date set before the Fall opening.

The pupil may otherwise be required to remain in the former grade. Regular work begins Friday, September 29th.

### EXAMINATIONS IN MUSIC

Entrance examinations for women will be held at Newcomb College. For schedule see page 33.

Male applicants for admission to regular courses will present their certificates for work done in preparatory schools and take all examinations (except Music) at the College of Arts and Sciences of Tulane University from Tuesday, Sept. 19, to Tuesday, Sept. 26.

Examinations in Music are held at the School of Music, 1224 Seventh Street.

### SPECIAL COURSES

1. A student admitted to special courses in the School of Arts and Sciences and School of Education must be (a) not less than 19 years of age, and fully qualified for admission to the classes desired; (b) if less than 19 years of age, fully prepared for regular Freshman entrance. (See page 23). No diploma will be given for special courses, but certificates will be granted for meritorious work.

2. A student admitted to special courses in the School of Music must give satisfactory evidence of the requisite musical ability to accomplish the work of the courses chosen. A special student of practical music must be not less than 16 years of age. A special student of theoretical courses must be at least 19 years of age.

3. A student admitted to special courses in Art must be not less than 16 years of age.

4. A special student admitted to courses in Domestic Art must offer 1 unit in Freehand Drawing and must either be not less than 19 years of age, or fully prepared for Freshman entrance. (See §§ 5 and 5b, page 23).

5. A special student admitted to courses in Domestic Science must be not less than 19 years of age, or fully prepared for Freshman entrance. (See §§ 5 and 5b, page 23).

6. A special student will be required to take all examinations in her respective classes.



7. Students of Art or practice classes in Physical Education will be received without special examination.

8. No special student in the School of Arts and Sciences, will be allowed to take less than two courses. A student in the college dormitories is required to take not less than 12 hours per week.

9. A student registered as special Art, special Music, special Household Economy will be admitted to classes in the School of Arts and Sciences, only if filling entrance requirements for special students in that School. [See (1) above].

### ADVANCED STANDING

An applicant for advanced standing will be examined on the work required for admission and also on that accomplished by the class for which application is made. Certificates will not be accepted unless given by colleges of like standing.

### CONDITIONED STUDENTS

1. All entrance conditions must be removed by the beginning of the Sophomore year; otherwise the student will be accounted a special student, and will be allowed to proceed only in those subjects in which she is not conditioned.

Entrance conditions may be removed only upon examination under the direction of the professor at the head of the department in which the condition exists.

2. For promotion, a student is required to attain a general average of seventy per cent in class work and examinations. In determining this per cent the mark for work done in class is doubled, the examination mark is added, and one third of the sum thus obtained is taken. A student whose daily work has not been satisfactory will, therefore, need a higher mark in examinations to secure promotion.

3. A student whose general average in any subject falls between fifty-five and seventy per cent is conditioned. A student falling below fifty-five per cent will be required to take the work over in class, or under an instructor approved by the college.

4. Examinations to remove conditions acquired at the mid-year examinations will be held (1) in the following April or May, (2) in the following September, at the time of the college entrance examinations. Examination to remove conditions acquired at the final examination period will be held (1) in the following September, at the time of the college entrance examinations, (2) in the following

December or January. Spring and winter examinations will be held on Saturdays. In examinations to remove conditions, a grade of seventy-five per cent will be required to remove the condition, and class marks will not be considered in determining this grade. Due notice of examinations to remove conditions will be given on the bulletin board; and a student must take advantage of the earliest opportunity to remove her conditions. A student not having removed her conditions at the time above specified will be required to take the work over in class or under an instructor approved by the college before again attempting the examination. A student absent from a conditioned examination on account of illness or other sufficient cause may apply for a special examination, as in Rule 12.

5. A student conditioned in any subject shall not be allowed to proceed to a more advanced class in that subject until the condition is removed; except that a student conditioned at the half-year examinations may proceed with the class, and shall take the examination to remove conditions in April; if she fails to remove the condition at this time, she shall take the examination again in September. A student conditioned at the final examinations shall take the examination to remove conditions in September, and in case of failure, again in December or January. Upon failure at this examination the student will be dropped from the class in that subject.

6. A condition in a half year of any subject will count as one condition; for example, a student failing to pass in any subject at the half year examinations and at the final examinations will be regarded as having two conditions.

7. A student having two conditions may still be regarded as a regular student (but see Rule 5). A student having more than two conditions may register as a special student, or register in the class below as a regular, if she have the full quota of studies. A student conditioned in fifty per cent of her studies will not be permitted to take any work in advance until her conditions are reduced to two, and then only in such subjects as she is not conditioned in.

8. A student withdrawing from a course except an extra course, within one month of the regular examinations will be counted as conditioned in that course if her class mark be below seventy.

9. A student whose class work is distinctly below grade and unsatisfactory, may be excluded from any class upon recommendation to the faculty by the instructor.

10. A student entering an examination and receiving the questions will be considered present at that examination; and should she leave

before completing the examination, she will be considered as conditioned.

11. A student absent from any examination, for any cause, will be counted as conditioned.

12. A student absent from an examination for sufficient cause may make written application to the Registrar for a special examination, giving in her application the excuse for her absence; if the excuse be deemed insufficient, the student must wait for the regular examination for removing conditions; if the excuse be deemed sufficient, the Registrar will certify the fact to the instructor, who will, as nearly as may be convenient, grant a special examination. A student desiring a special examination, for any reason, shall make written application to the Registrar, giving her reason for desiring the examination; and if the reason be deemed sufficient, a special examination will be granted, as above. Proper blanks for the application will be supplied by the Registrar.

13. A fee of two dollars will be charged for the first special examination, and one dollar for every examination in the same group.

14. All candidates for graduation must remove their conditions for work in previous classes not later than January 15th of the year in which they expect to graduate.

## GRADUATE COURSES

Students desiring to continue their work after graduation, with a view to a higher degree, will find full courses of study given in the special Bulletin of the Graduate Department of the University.

Graduate students who return for post-graduate work in their own department, are entitled, free of charge, to one undergraduate study in another department.

Alumnae may take any course (except in Household Economy and practical courses in music) on payment of the registration fee.

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## REPORTS

At the close of each half term, a notice will be sent to every student who is deficient in her studies; no report will be furnished to students who are doing satisfactory work; but parents or guardians who desire information may be furnished it at any time. A student who is found deficient in more than half of her studies at the end of any term will be required to make up her deficiencies before she may proceed to a more advanced class.

## LIBRARY

The college library contains upwards of 7500 volumes, and subscribes to forty-two standard periodicals bearing on the work of the different departments. A definite amount of library work is required in connection with college studies.

The Tilton Library of Tulane University, the Public Libraries and the Howard Memorial Library all afford excellent opportunities for research work along many lines, and are open to students on the most favorable conditions.

A choice selection of art books and periodicals is kept in the School of Art for the greater convenience of the students.

A library, consisting of a large number of books on musical aesthetics, theory, history, and biography, and a collection of musical compositions, is situated in the School of Music building and may be freely used by students of the School and College. Several of the best American, German, and French musical magazines are also constantly on file.

Free access is given to the large library of the college.

## ART

The School of Art is conducted in two separate and specially designed buildings. The first, equipped for training studies, has twelve studios, a small library of technical books, and two top-lighted galleries. In these are yearly given public exhibitions of painting representative of American Art, and lesser exhibitions of art objects especially chosen with reference to school interests. Several valuable paintings from celebrated foreign artists are in the possession of the college and the collection is further enriched by loans. A collection of reproductions from the old masters of Italy, France and Spain forms a nucleus of what is intended to represent eventually a complete outline of historic art.

The galleries are constantly open to the public.

The second building, equipped for the application of art to industry, has a very complete plant for the manufacture of pottery, with modern machinery, kilns, and studios for instruction. In this building are also conducted the classes in embroidery, leaded glass working, weaving, dyeing, metal working, etc. An exhibition is provided for the various activities of the associated Art Alumnae.

### LABORATORIES

Three separate laboratories, well equipped for student work, are provided, in the Departments of Physics, Chemistry, and Biology.

In order to provide the best facilities for individual instruction in elementary Physical Laboratory practice, not more than twelve students work simultaneously under one instructor. The laboratory equipment furnishes each student with a complete set of the apparatus needed in each exercise assigned. In the more advanced classes, the equipment is sufficient to meet the needs in the special lines of work undertaken, and substantial additions of high grade apparatus are being made yearly.

A set of standard grade instruments is provided for students of Meteorology, including thermograph, barograph, anemometer, a full complement of various types of thermometers, rain-gauges, etc.

In Astronomy, a 4½ inch Clark equatorial, with accessories, globes, charts, etc., constitute the present equipment. The intention is to provide in the near future a well furnished working observatory in Astronomy and Meteorology.

Full facilities for college work in the various branches of Chemistry are provided, the laboratory accommodating satisfactorily twenty-five to thirty students at the same time.

In Biology, the equipment is especially good, and is being increased every year in both the branches, Botany and Zoology. A sufficient number of high grade microscopes, with all accessories, all needed appliances for making and mounting sections, for making cultures, etc., are available. A student provides her own dissecting sets, but all material for dissection is supplied by the college.

There are no laboratory fees charged in any department. In Chemistry, a small deposit to cover breakage is required, which deposit, less any charge made against it, is returned at the end of the year.

### CHAPEL

This handsome building was given by the late Mrs. Josephine Louise Newcomb. It seats about 500 persons. The interior gives an effect of harmony and dignity resulting from the simple timbered and stone construction, enhanced by five stained glass memorial windows of exceptional beauty. These were also the gift of Mrs. Newcomb and are the products of the Louis Tiffany Studios.

Religious exercises of a non-sectarian character are held every



morning and two memorial exercises commemorating the birth and death of Harriot Sophie Newcomb occur on the 16th of December and at Easter. The building is also customarily used for the baccalaureate services at the close of the college year.

The Chapel bell is the gift of the class of 1900.

### RELIGIOUS LIFE

The religious life of the College is mainly carried on through the Young Women's Christian Association. As organized, its aim is to promote the study of the Bible and in every way to deepen the spiritual lives of the girls.

The meetings planned and conducted by the girls, are held every Wednesday afternoon, at 3:30, in the Association room. The topics are general, arranged by a program committee whose duty it also is to secure various prominent speakers. During the year, ministers of practically all the denominations make addresses at the meetings and this helps to develop the bond between the Association and the work of the churches.

There is a Bible Class held weekly under the Association's auspices Sunday evening in one of the dormitories for the girls there. The course studied is changed every year and so, during the four years' course, presents a cycle in the Old and New Testaments.

With the growing interests in Missions, has come the demand for mission study classes, and one on Home Missions is held weekly. Once a month, the regular Wednesday meeting is given over to the Missionary Committee who provide either a prominent speaker or a special program for that day.

The Association, though practically controlled by its members, has nevertheless an Advisory Board composed of faculty members and some of the women in town who are interested in Christian work in Newcomb College, and are willing to give their time and advice to help the girls.

A most cordial invitation to become a member of the Young Women's Christian Association, is extended to all the girls coming to college. If entered into in the right spirit, the Association can give its members something which will make their college days sweeter and more worth while, both during the course, and later, in remembrance.

## STUDENT ACTIVITIES

### College Publications

*The Newcomb Arcade* is the official publication of Newcomb College. It is issued quarterly by the students and Alumnae.

*The Tulane Weekly* is the weekly bulletin of the University.

*The Jambalaya* is the annual record of University interest.

### Literary Societies

*The Literary and Debating Club*, to which any student of Newcomb College is eligible, has for its purpose the art of debating and literary criticism.

The three language clubs—*Latin*, *German*, and *French* aim to encourage interest in foreign languages.

### The Student Body

The Newcomb Student Body is practically self-governing. The president and vice-president are always Seniors, but the other offices are open to any class. The executive power is in the hands of a committee composed of the Student Body officers together with the presidents of all the classes and organizations. Within the past year, a Student Council has been formed, composed of the four Academic class presidents together with representatives from the Schools of Art, Music, Household Economy and Education, one of these representatives being always the president of the Art Student Body. The aim of this Council is to raise the moral tone of the college. All matters involving honor are left in its hands, and its decisions are reported to the faculty. The Student Body holds regular semi-monthly meetings, when matters of college interest are discussed and voted on.

### The Newcomb Athletic Association

The *N. A. A.* regulates and encourages all athletic interests. It supervises all tournaments and match games.

### The Dramatic Club

All students of the college are eligible to the *Dramatic Club*. The purpose of the club is to establish interest in dramatics and elocution.

### The Glee Club

*The Newcomb Glee Club* fosters an interest in music, develops musical talent, furnishes music for all college entertainments, and gives an annual concert.

### NEWCOMB ALUMNAE LOAN FUND

The Newcomb Alumnae Association maintains a fund for the purpose of lending moderate sums of money to Newcomb students, standing in need of such aid. Full particulars may be obtained from the Loan Fund Committee, which consists of Mrs. A. W. McLellan, Chairman, 3426 Coliseum Street, New Orleans, La., Miss Jeanne Hyman and Miss Ethel Perkins.

### ALUMNAE EMPLOYMENT BUREAU

The Newcomb Alumnae Association is co-operating with the Tulane Alumni in the Employment Bureau and has established a branch with headquarters at Newcomb College. The Bureau will endeavor to provide from the College graduates, teachers in the various branches for parish public schools, industrial schools, high schools, private schools and colleges, instructors in Physical Culture and Art, as well as governesses in private families, and will also endeavor to fill orders for work done in pottery; brass, weaving, embroidery, and other branches of the Newcomb School of Art.

All persons desiring to secure the services of a Newcomb graduate, or to have any orders filled in the School of Art, or any graduate desiring to have her name placed on file for a position or as ready to fill orders in art work, should communicate with Mrs. E. F. Harvey, Secretary Employment Bureau, Newcomb College, New Orleans, La.

### CO-OPERATIVE BOOK STORE

The Newcomb College Book Store furnishes text-books, music and school supplies to students at low rates. The aim of the Book Store is to sell as cheaply as possible, for cash, not to make a profit. Any profit that may accrue will be returned to the holders of certificates; and students are asked to co-operate in the enterprise, by subscribing for certificates (one dollar each), and by buying necessary books and supplies at the store. The management of the store is in the hands of a committee of the faculty.

### SCHOLARSHIPS

The following Scholarships are offered in the Newcomb College :

1. The Cora A. Slocomb Scholarship, endowed by Mrs. Ida A. Richardson, of New Orleans.

II. The B. C. Wetmore Scholarship, endowed by Mr. B. C. Wetmore, of New York.

III. The Tulane Scholarship, given by the Administrators of the Tulane Educational Fund.

IV. The Ida Roehl Hershheim Scholarship, endowed by Mr. Simon Hershheim, of New Orleans.

V. The F. Walter Callender Scholarship, endowed by Mr. F. Walter Callender, of New York.

These scholarships are offered to the graduates of the New Orleans public high schools. Only those will be considered eligible who are qualified for admission to one of the regular college courses, who have been members of the class last graduated from one of the high schools, and who are recommended by its principal.

VI. The Louisiana Battle Abbey Scholarship, endowed by the Louisiana Battle Abbey Association. This scholarship is offered to a worthy descendant of a Louisiana Confederate veteran.

VII. Three Baker Scholarships, endowed by a bequest of Mrs. Elizabeth Stone Baker. These scholarships are open to general competition.

VIII. The J. C. Morris Scholarship, endowed by a bequest of J. C. Morris, former Administrator of Tulane University. This scholarship is open to general competition.

One or more of the above scholarships will be awarded each year, subject to the conditions stated, to the applicants who shall make the highest record in competitive examination. This examination will be held at the college at the beginning of its session, as announced in the catalogue.

By a recent action of the Board of Administrators, a limited number of scholarships in the School of Art are offered to deserving students who propose to take a full course in Art and who have complied with the entrance requirements of the University.

Applications for these scholarships should be made on or before the date of registration announced in the Calendar.

The Board of Administrators also offers a limited number of free scholarships to graduates of accredited high schools in Louisiana and adjoining states. Particulars in regard to these will be furnished upon application.

An applicant for a scholarship who does not offer the required  $14\frac{1}{2}$  units for entrance, or who fails in any of the competitive examinations, will not be considered eligible.

A student holding competitive or other scholarships must show her proficiency by the middle of the Sophomore year; and a condition shall constitute a deficiency. A scholarship student who is thus found deficient will forfeit her scholarship at the close of the sophomore year, or at any time thereafter, should she become deficient. The scholarship may also be forfeited at any time for marked deficiency or for other cause, at the discretion of the faculty.

#### HOLDERS OF ENDOWED SCHOLARSHIPS 1910-1911

The Baker Scholarships.....	{ Elizabeth May McFetridge Constance Brown
The Battle Abbey Scholarship .....	Louise Adela Nelson
The B. C. Wetmore Scholarship .....	Amy Henrietta Hinrichs
The Cora A. Slocomb Scholarship.. ..	Theodora Sumner
The F. Walter Callender Scholarship....	Hernance Sarah Wolbrette
The J. C. Morris Scholarship .....	Janey Marks
The Tulane Scholarship.....	Beatrice Frye

#### BOARD SCHOLARSHIPS

Ascension Parish, La.,.....	Marguerite Rose Harding
Beaumont, Texas, High School.....	Irma Johanna Levy
Council Bluffs, Iowa, High School.....	Florence Otis
Hammond, La., High School.....	Hazel Fitch Watson
Jackson, Miss., High School.....	Saidye Eva Kahn
Jeanerette, La., High School.....	Alice George Jeffrey
Lake Charles, La., High School .....	Ora Moss Reams
Lake Providence, La., High School .....	Helen Roberts Dunn
Little Rock, Ark., High School.....	Dora Sussel Waterman
McDonogh High School No. 2, City.....	Corinne Fuselier Hereford
" " " " " .....	Rosamond Agnes Hill
" " " " " .....	Frances Sprigg Raymond
" " " " " .....	Mary Clara Raymond
" " " " " .....	Fanny Cohen Seiferth
" " " " " .....	Louise Wolbrette
Meridian, Miss., High School.....	Beryl Hattie Schulherr
Minden, La., High School.....	Joan Chaffe Miller
Monroe, La., High School.....	Agatha Faulk
Montgomery, Ala., High School .....	Mary Molton Sistrunk
Newcomb High School .....	Lorna Rebecca Watson
" " " .....	Mary Reeder Thomas
" " " .....	Josephine Janvier



Opelousas, La., High School .....	Betsy Dupre
“ “ “ “ .....	Justa De Armand Evans
Pine Bluff, Ark., High School .....	Bernice Thalheimer
Rapides Parish, La., .....	Helen Hamilton Chauvin
St. Bernard Parish, La., .....	Actea Marie Puig
St. Martinville, La., .....	Hilda Labbé
St. Tammany Parish, La., .....	Ella Eugenia Paine
S. W. Industrial Institute, Lafayette, La., ...	Margaret Dunbar Foules
“ “ “ “ “ .....	Marie Mercedes Gueydan
“ “ “ “ “ .....	Julia Louise McMahon
“ “ “ “ “ .....	Helen Muriel Mouton
United Daughters of the Confederacy, Hilda Breton Toutant Beauregard	
Appointed by City Superintendent .....	Agnes Gertrude Collins
Appointed by State Superintendent .....	Florence Olroyd
Appointed by State Superintendent .....	Cora Perkins

### MEDALS AND PRIZES

*The Virginia Gleaves Lazarus Medal:* for the best essay written by a Senior or Junior, the subject being selected by the faculty. Given by Mrs. H. L. Lazarus, in honor of her daughter.

*The Mary L. S. Neil Medal:* for excellence in water-color painting by a student in the School of Art, the award being made by the faculty of that department. Founded by the Mary L. S. Neil Book Club, in honor of Mrs. Neil.

*The Class of 1903 Shakespeare Prize:* for the best Shakespearean essay written by a Junior. Endowed by the Rev. Beverley E. Warner.

*The Fannie Estelle Holley Memorial Prize:* for the highest excellence in water-color attained throughout the session by a Junior in the water-color class of the Normal Art course. Given by the Rev. Byron Holley.

*The Mary B. Scott Memorial Prize:* for the best historical essay involving original research, written by a Senior. Endowed by Miss Mary M. Scott, in memory of her mother.

*The Class of 1909 Prize:* for the best college record of the year, not merely in scholarship but in public spirit; to be awarded by a committee composed of the faculty and the alumnae. Established by the Class of 1909.

*The Arcade Translation Prize:* for the best translations from Latin, Greek, French, or German verse. Offered by the Arcade magazine.

*The Jane Caldwell Nixon Prize:* for the best debate deliverer at the

final public exercises of the Debating Society. Endowed by the Newcomb Alumnae in honor of the first professor of English in Newcomb College.

### MEDALS AND AWARDS. 1910

#### VIRGINIA GLEAVES LAZARUS MEDAL

Grace Lea.....3430 Coliseum

#### MARY L. S. NEILL MEDAL

Emily Mary Freret .....270 Vallette

#### FANNIE ESTELLE HOLLEY MEMORIAL

Cecile Mathilde Heller .....1828 Marengo

#### CLASS 1903 SHAKESPERIAN PRIZE

Carmelite Janvier.....1445 Webster

#### KAPPA KAPPA GAMMA PRIZE

Lillian Josephine Wolfe.....2350 Magazine

#### AGONISTIC PRIZE

Viola Turck.....3534 Camp

#### LATIN TRANSLATION PRIZE

Edith Emerson Miller.....515 Hilary

#### CLASS OF 1910 PUBLIC SPIRIT PRIZE

Lois Janvier.....1445 Webster

### OFFICERS NEWCOMB ALUMNAE ASSOCIATION

Organized March 31, 1893.

President, Florence Dymond, A. B., '91

Corresponding Secretary, Mrs. Ellsworth Woodward, A. B., '95

Recording Secretary, Mrs. Henry W. Robinson, A. B., '91

Treasurer, Miss Jeanne Hyman, A. B., '09

#### CLASS PRESIDENTS

Nettie S. Byrne, '90                      Katherine M. Reed, '00

Mrs. H. W. Robinson, '91                      Erin Sherrard, '01

Mrs. Samuel Jay, '92                      Mrs. Samuel Labouisse, '02

Ethel Perkins, '93                      Mrs. Gustav Westfeldt, Jr. '03

Mrs. John S. Kendall, '94                      Viola Rareshide '04

Mrs. W. W. Carre, Jr., '95                      Mrs. Albert Wolf, '05

Emma Turner, '96	Edith H. Farrar, '06
Mrs. John Lewis Porter, '97	Anne H. Gunter, '07
Mrs. L. C. Reed, '98	Adele Monroe, '08
Mrs. Albert B. Davis, '99	Hilda Phelps, '09
	Lois Janvier, '10

### FEES

Registration is paid once each year on entering.

All other charges are by the term [ $\frac{1}{2}$  of College year].

All charges are payable in advance.

No charges for less than half term, [rate,  $\frac{2}{3}$  of term].

A special students in the School of Arts and Sciences and School of Education who take less than three studies will be charged the registration fees and \$30.00 a year for each study. Special Students are not received in the High School department.

All students are required to pay the registration and incidental fees each year upon entering, also the charges for board and tuition for the term. The charges for the second term are due and payable at the beginning of the second term, February 5th. No portion of the fees will be refunded except for valid reasons.

No student will be admitted to any term unless all previous charges have been paid in full.

#### SCHOOL OF ARTS AND SCIENCES:

Registration	\$10.00
Tuition, per term	45.00

#### SCHOOL OF EDUCATION:

Registration.....	10.00
Tuition, per term	45.00

#### SCHOOL OF MUSIC:

Fees for private instruction in theoretical courses may be learned upon application to the Director.

No registration fee is required of special students in practical music.

Registration fee, on entering.....	\$ 5 00
Full graduating professional course:	
First year, per term.....	100 00
Second year, per term.....	105 00
Third and other years per term .....	110 00

## Full course in Public School Music:

Additional registration.....	5 00
Per Term.....	45 00

## For theoretical and historical courses:

Course of one hour per week .....	5 00
Course of two or three hours per week.....	15 00

## For instruction in voice, piano, organ, stringed or wind instruments, according to grade and instructor:

One lesson per week, individual.....	27 00— 39 00
Two lessons per week, individual.....	51 00— 75 00
One lesson per week, class of two.....	18 00— 27 00
One lesson per week, class of three.....	14 00— 20 00

## For special students of Ensemble..... 8 00

## For special students of Recital Class:

Single recital .....	50
Per term .....	5 00

## Practice:

Use of organ one hour daily.....	8 00
Use of piano one hour daily.....	6 00
For each additional hour.....	5 00

## SCHOOL OF HOUSEHOLD ECONOMY:

When taken as part of School of Education, see fees of School of Education above.

Registration .....	5.00
Both courses, Domestic Science and Domestic Art, only, per term .....	22.50
One course only, Domestic Science or Domestic Art, per term.....	15.00
Domestic Science Supplies, per term.....	8.00

## SCHOOL OF ART:

Registration .....	5.00
Tuition, per term.....	22.50

A studio fee of \$1.00 per term or \$2.00 for the session will be required to cover still life breakage costs, costumes for life classes, living models, etc.

METHODS CLASS FEE.....\$1.00

## PHYSICAL EDUCATION:

Registration .....	10.00
Normal Course, School of Education, tuition, per term	45.00
Registration .....	5.00
Special Course, tuition, per term.....	22.50
Practical Course in Gymnastics, per term.....	15.00

**BOARDING:**

Room fee to secure room (see below).....	5.00
Room and board, including light and heat, per term	115.00
Incidental fee (deposit for breakage).....	10.00

**LOCKER:**

A deposit of 50 cents is required for the use of a locker. This is returned when the student withdraws and surrenders the key.

**BOARDING DEPARTMENT**

The Boarding Departments are provided with every convenience for boarding students. They are situated in the immediate vicinity of the college and every precaution has been taken for the care and comfort of their inmates.

Rooms in the boarding department are assigned to students in order of their application, and an early registration will be necessary to secure a place. No one will be considered an applicant unless the request is accompanied by a deposit of five dollars, which will be forfeited if the applicant withdraws, but will otherwise be credited on the first payment.

No place will be reserved for a student of the previous year, unless the deposit of five dollars be made before August 1st.

If the student does not present herself within the first week of the session, her place will not be retained for her.

The care of the students is intrusted to competent matrons and resident teachers, who will maintain correspondence with parents or guardians whenever necessary or desired.

Board for the college year, \$230.

This charge contemplates placing two or three students in each room. In case the space is not required, a student may occupy a room alone, but will be charged \$300 for the college year. This charge does not include tuition. Washing extra, at reasonable rates.

A student remaining for the Christmas holidays will be charged for board at the rate of \$1.00 a day.

Each student on entering shall deposit an incidental fee of \$10 to cover breakage or incidental expenses. The unexpended balance will be refunded at the end of the session.

A boarding student is not received for a shorter period than a full term.

Each student will furnish her own napkins, towels, mosquito-bar, and bedding.



A student in the boarding departments is subject only to such rules as are found necessary to her proper care and security and requisite for the successful prosecution of her studies. No exceptions, therefore, can be made in the case of special students desiring special privileges. The wishes and instructions of parents, in each case, are recorded and followed, so far as is consistent with the general regulations.

Application for rooms should be made on blanks prepared for that purpose, not later than September 1st; earlier, if possible.

For further particulars and application blank, address the REGISTRAR, H. Sophie Newcomb Memorial College, New Orleans, La.

#### RULES OF THE BOARDING DEPARTMENT

Prompt attendance is required at meals, chapel exercises, and in classes.

Rooms will be cleaned by the servants once each day. The students should make up their own beds and keep their rooms in good order at all times.

All complaints or requests for special service must be made to the lady in charge. Servants are not permitted to comply with requests from students.

Quiet, lady-like behavior is required at all times, but is especially necessary at table and in the halls.

Meals will be served in rooms only in case of sickness, and at a charge of ten cents for each meal. In case of continued sickness a special nurse may be employed at the student's expense.

No meals or entertainments may be given in students' rooms without special permission.

Whenever a student desires to leave the home, except as her college work requires, special permission must be obtained.

No student will be permitted to go out in the evening, except in company with a suitable chaperone, who must call for her and return with her. Permission to go out and to receive callers will be given only on Friday evenings, or on such other evenings as immediately precede a school holiday. All others must be devoted to study or rest. All students, are required to be at home on Sunday evenings. *Exceptions to this rule will be made only for imperative reasons.*

A special student, residing in the college buildings, is required to take at least twelve recitations per week; and it is desirable that she should take fifteen recitations per week. Art students are exempt from this requirement only when they take a full course in Art.

All students are required to attend religious services in their respective churches once each Sabbath.

## DAILY SCHEDULE

Rising bell.....	6:30	A. M.
Breakfast.....	7:15	"
Chapel.....	8:45	"
Lunch.....	12:00	M.
Dinner.....	5:30	P. M.
Study hour.....	7:00	"
Lights out.....	10:15	"



School of Arts and Sciences





## COURSE OF STUDY

The course of study extends over four years and leads to the degree of Bachelor of Arts.

The studies are divided into required and elective, as stated below. With each advance in grade a greater freedom of election is permitted, but the choice of the student is subject to the approval of the faculty.

Every student is expected before the close of her Sophomore year to select some one subject or associated group of subjects, other than English or Art, which shall constitute her main study and which shall be taken three hours per week during the Junior and Senior years. In the main course thus chosen, the maximum requirement of work will be exacted as shown in the outline of studies given below.

Sixteen recitations per week are required in the two lower classes, and fifteen hours per week in the Junior and Senior years. In the Freshman and Sophomore years two hours additional may be permitted by special consent of the faculty. Two hours of laboratory practice or of practice in art will be considered equivalent to one hour of recitation. Where art is permitted as an elective in the Junior and Senior years, additional study in the history of art and theses pertaining to the subject are required.

Freshmen entering with full major and minor language requirements will be permitted to drop one of the languages with which they come prepared and begin another language as either their major or their minor. Students must continue the new language as major or minor and must make up the full requirements for the language elected by the mid-session examination of the Sophomore year; otherwise the deficiency will count as a condition.

### COURSES OF STUDY BY CLASSES

FRESHMAN			SOPHOMORE		
REQUIRED		HOURS	REQUIRED		HOURS
English		4	English		4
Latin	} one major	4	Major Language (2)		3
Greek			History		3
French	} one minor (1)	4	Physics	} (3)	3
German			or		
Mathematics		4	Chemistry	} .	3
			Mathematics		
			Minor Language		
			or		
			Science		

(1) Those who elect a beginning language must continue it through the Sophomore year.

(2) Students desiring to continue Mathematics or the Science offered for entrance may continue the minor language instead of the major.

(3) Students must take in College the Science not offered for entrance.

JUNIOR		SENIOR	
REQUIRED	HOURS	REQUIRED	HOURS
Major Language } or Major Science }	3	Major Language } or Major Science }	3
English (4) } History }	3	English (4) } History }	3
or Language }		or Language }	
Science (see note 4)	3	Psychology	3
Elective 12, 9, or	3	Science (see note 4)	3
		Elective 9, 6, or	3

(4) All students must elect one course in English, in History, or in Language, in either Junior or Senior year; if a beginning language be elected, it must be elected in the Junior year and continued through the Senior year.

(5) Those not taking Science as a Major must elect one course in a Science other than that taken in the Sophomore year, and may elect this course in either the Junior or Senior.

For subjects offered as elective, see *Courses of Instruction*. Special rules for the guidance of students in electing their courses may be found in the *General Rules of the College*, of which a copy will be furnished to each student. No Freshman subject may be elected in the Senior year. All students must confer with a member of the Faculty in the election of their studies. Freshmen will confer with the Chairman of the Committee on Course of Study, other students will confer with the instructor in charge of their major study; and all courses of study elected must be submitted by the student for the approval of the Committee on Course of Study.

### SPECIAL COURSES AND GRADUATE COURSES

For information concerning Special Courses, and Graduate Courses, and Admission requirements thereto, see page 34 and 37.

## COURSES OF INSTRUCTION

*[Courses without an asterisk run throughout the year; one asterisk (\*) indicates that the course runs for first term only; a double asterisk (\*\*) indicates that the course runs for second term only].*

### ART

PROFESSOR E. WOODWARD

PROFESSOR W. WOODWARD

ASSISTANT PROFESSOR ROMAN

PROFESSOR SMITH

INSTRUCTORS BUTLER AND TROY

PROFESSOR SHEERER

Since its organization, this college has recognized that the study of art should be considered an important factor in a system of liberal education. This study has, therefore, been offered as an elective with other college studies in Junior and Senior years, and may be permitted as an extra in Freshman and Sophomore years.

In the college classes, technical skill is considered secondary to the development of artistic culture and the formation of taste. The studies are, therefore, varied by discussion of art topics and the analysis and explanation of works of art.

Art is made an elective study in the Junior and Senior years and counts toward a degree.

**Freshman.**—Art work may be taken as an extra study, the schedule and the amount of work already undertaken permitting. This extra, if undertaken, includes drawing, water color, and design. These studies are applied in elementary art-crafts such as embroidery, stenciling, metal work and plaster casting. Lectures on the history of painting illustrated with stereopticon form a part of the course.

**Sophomore.**—The same subjects further developed.

**Junior.**—Drawing, design, water color, application of design to various crafts. Lectures on art application, analysis of pictures, and study of art history.

**Senior.**—Design, pottery or china painting, or embroidery. Lectures on art.

**BIOLOGY**

ASSISTANT PROFESSOR ANDERSON

**1. Biology.**

Three hours a week. Elective in Junior year. Chemistry I prerequisite.

*A.* First term. Morphology and Physiology of Invertebrates.

*B.* Second term. Morphology and Physiology of Plants.

**2. Biology.**

Three hours a week. Elective in Senior year. Chemistry I. Biology I prerequisite.

*A.* First term. Morphology and Physiology of Vertebrates.

*B.* Second term. Human Anatomy and Physiology.

**3. Botany.**

Three hours a week. Elective in Junior or Senior year. Chemistry I. prerequisite.

*A.* First term. Physiology.

*B.* Second term. Morphology and Ecology.

**4. Biology.**

Three hours a week. Elective in Senior year. Chemistry I. prerequisite.

General course.

**5. Physiology.**

Two hours a week. Elective in Sophomore or Junior year.

**6. Biology.**

Three hours a week. Required in Freshman year. School of Education.

Elementary course.

**7. Biology—Bacteriology and Histology.**

Two hours a week. Required in Sophomore year. School of Household Economy.

**CHEMISTRY**

PROFESSOR HERO

**1. General Inorganic Chemistry.**

Three hours a week. Required of all Sophomores not offering Chemistry for entrance credit.

Lectures, recitations, and individual laboratory work, designed to give a thorough knowledge of the principles of chemical action as illustrated by the non-metals and a few of the more common metals.

**2. Principles of General Chemistry.**

Three hours a week. Elective in Sophomore year by students who have offered Chemistry for entrance units and who wish to continue the subject.

The work begins with a review of the fundamental principles in the light of modern theories, and by a detailed study of reactions of the metals, leads to Qualitative Analysis.

**3. Qualitative and Quantitative Analysis.**

Three hours a week. Elective in Junior and Senior years.

Twelve lectures on the elements of Physical Chemistry. Laboratory work based on A. A. Noyes, *Qualitative Analysis*; interpreted from the standpoint of the modern theories of chemistry, and accompanied by recitations on the underlying principles of the group separations. This work is concluded with a brief course in gravimetric analysis.

**4. Organic Chemistry.**

Three hours a week. Elective in Senior year; prerequisite, Course 3.

Lectures and recitations on Remsen, *Organic Chemistry*, supplemented by laboratory preparation of typical compounds, and by weekly collateral reading. The course is concluded with an introduction to Physiological Chemistry and Dietetics.

**5. General Chemistry.**

Three hours a week. Freshman. Required of all regular students in the School of Household Economy.

This course is specially designed for students in Domestic Science. The principles of the pure science are emphasized as the means of leading the student to an intelligent understanding of the chemistry of daily life.

**EDUCATION**

ASSISTANT PROFESSOR CROSS

**1. Principles of Education.**

Three hours a week. Elective in Senior year.

The fundamental principles of education in the light of modern scientific thought; the problem of method, the recitation, course of study, and school management.

Lectures, discussions, reports, and parallel reading.

**2. History of Education.**

Three hours a week. Elective in Junior year.

Pre-Christian education; Christian schools; scholasticism; the rise of universities and public school systems; great educational reformers.



Text-books: Laurie, *Pre-Christian Education*; Munroe, *History of Education*.

### **3. Philosophy of Education.**

Three hours a week. Elective in Senior year.

An inquiry into the general nature and meaning of education.

### **4: Educational Psychology.**

Three hours a week. Elective in Senior year.

The facts and laws of psychology in their relation to school life; relation of the art of teaching to the laws of mental development.

**N.B.**—For courses required of students in School of Education see Announcement of School of Education.

## **ENGLISH**

PROFESSOR BUTLER

ASSISTANT PROFESSOR STONE

INSTRUCTOR RICHARDSON

### **1. English Composition and Language.**

Four hours a week. Required in Freshman year.

The first aim of this course will be to train the student in the power of expression. Attention will therefore be directed to constant practice in the writing of simple English, with the purpose of enabling the student to express ideas with clearness and force. While the principles of formal rhetoric will be studied in a text-book, particular stress will be laid upon the practical application of these principles to the work of the student and to selected readings in English prose. Since a general knowledge of the formation and development of the language as well as of the literature is deemed essential to the most fruitful work, a brief sketch of English historical grammar will be given.

Weekly compositions, daily themes, conferences.

STONE, RICHARDSON

### **2. English Literature.**

Four hours a week. Required in Sophomore year.

The object of this course will be to give the student a general view of the history and development of English literature. Though a text-book will be used, the actual instruction will be imparted largely by means of lectures and detailed study of selected masterpieces in prose and in poetry. Throughout the course considerable attention will be devoted to the writing of essays as a means of training the student to appreciate and to express appreciation of the literature studied.

BUTLER, STONE

**3. English Composition. American Literature.**

Three hours a week. Freshman. Required of all students in Normal Art.

English composition will be taught as in course 1, and in place of the history of language the student will be given a course in American Literature sufficient for a general view of the subject; for this a simple text will be used.

RICHARDSON

**4. English Literature.**

Two hours a week. Sophomore. Required of all students in Normal Art.

Using a simpler text, and requiring proportionately less written work, the course will be conducted along the lines of course 2.

BUTLER

**5. Elizabethan Drama.**

Three hours a week. Elective in Junior and Senior years.

An outline of the origin of the English drama will be succeeded by careful study of Shakespeare's life and work, with the reading of selected plays of the Elizabethan period, including four of Shakespeare's, with essays and parallel reading. The student will need a text, and a complete edition of Shakespeare, preferably an edition in one volume, such as the *Globe*.

BUTLER, STONE

**6. English Poetry in the Nineteenth Century.**

Three hours a week. Elective in Senior year.

The course will involve a study of the life and influence of the greater poets of the century, from Scott to Swinburne. A complete work of each poet, or a sufficient body of shorter poems, will be read; and the student will be trained by means of discussion and original work to formulate critical judgments.

BUTLER

**7.\* Advanced Composition.**

Three hours a week. First term. Elective in Junior and Senior years.

The object of this course is to offer further study in composition to students who have shown some aptitude for literary work. Critical examinations will be made of typical specimens of narration, exposition and argumentation. A text-book will be used, but independent reading will be done, and students will be expected to form their own opinions. Frequent long and short themes will be required, and will be carefully criticised in class and at personal conferences with the instructor.

RICHARDSON

**8.\*\* Chaucer.**

Three hours a week. Second term. Elective in Junior and Senior years.

In this course the student will be given a careful drill in the facts of Chaucer's life, in his language and metre. Ample selections from the *Canterbury Tales* will be read, and will be studied as literature.

BUTLER, STONE

### 9.\* Development of the Essay.

Three hours a week. First term. Elective in Junior and Senior years.

The rise of the essay and its development as a distinct type will be traced by means of lectures and critical study of selected representative essays. There will be included studies of typical essays of Bacon, Cowley, Dryden, Swift, Addison, Steele, Johnson, Hunt, Lamb, Hazlitt, De Quincey, Carlyle, Macaulay, Newman, Thackeray and Arnold.

Omitted in 1911.

STONE

### 10.\* American Literature.

Three hours a week. First term. Elective in Junior and Senior years.

It is the purpose of this course to present American literature as represented in the work of such men as Irving, Bryant, Poe, Emerson, Hawthorne, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. The influence of local and national history, where it affects the work of these men, will be discussed. Lectures and collateral reading, with a text-book, and Page's *Chief American Poets*.

STONE

### 11.\*\* The Short Story.

Three hours a week. Second term. Elective in Junior and Senior years.

Short stories will be studied with the idea of fostering literary appreciation as well as knowledge of the historical development and the technique of this form of composition. Their structure and style will be analyzed with careful consideration of the "single impression," dramatic effect, atmosphere, and local color. The course will concern itself, for the most part, with English and American authors, but those of other countries will be referred to as types. Among the stories to be studied are those of Poe, Hawthorne, Bret Harte, Stevenson, George Cable, Kipling, Edith Wharton, Lafcadio Hearn, and Mary Wilkins. Frequent reports will be required on special topics. A text-book will be used as a foundation for this course.

RICHARDSON

Omitted in 1911.

### 12.\*\* English Prose in the 18th Century.

Three hours a week. Second term. Elective in Junior and Senior years.

The main purpose of this course is to show the development of English prose from Milton to Burke. The work will include a careful study of such political and intellectual conditions as are reflected in the writings of the most important critics, pamphleteers, biographers, essayists, and novelists of the period. Much reading will be expected and reports required on special topics.

RICHARDSON

**13. Old English.**

Three hours a week. Elective in Junior and Senior years.

In this course the first term will be devoted to a careful drill in the grammar and phonology of the language, with practice in reading. In the second term, there will be more extended reading of selections, including at least a portion of the *Beowulf*, with lectures on the literature and language of the Old English period. This course is prerequisite to course 11.

STONE

**14. Historical Grammar.**

Three hours a week. Open to Seniors who have elected course 13.

The development of the phonology and forms of the language will be treated with the aid of a text-book, and the relations to Old and to Modern English will be pointed out.

BUTLER

**15. Conference Course on Debate.**

One hour a week. Open to Sophomores, Juniors, and Seniors.

As an aid to those students interested in the art of debate, there is proposed a course, conducted by means of lectures and conferences, dealing with the preparation and delivery of formal arguments. Students will have ample practice in the preparation of briefs and of formal debates. The work will be purely voluntary on the part of the students, since the course is not expected to count towards a degree, but to help those interested in the subject. Given only upon request of a number of students sufficient to insure interest in the work.

BUTLER, RICHARDSON

**N. B.**—Announcements of the courses open to graduate students in English are made in the bulletin of the Graduate Department.

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**GERMAN**

PROFESSOR WESPV

INSTRUCTOR FROTSCHER

Provision is made for those who have had no German before coming to college.

**1. Elementary German, continued.**

Four hours a week. Elective in Freshman year as a minor.

**Grammar.** Joynes - Wesselhoeft, *German Lesson Grammar*, beginning with Lesson 26; abundant written exercises.

**Reading:** Several shorter prose works by modern authors; selected poems; one easier comedy. FROTSCHER

## 2. German Syntax.

Three hours a week. Elective as a major in Freshman year or as a minor in Sophomore year.

Joynes-Wesselhoeft, *German Lesson Grammar*, beginning with Lesson 41. Abundant written exercises in illustration.

**Reading:** Werner, *Heimatklang*; C. F. Meyer, *Der Heilige*; Hebbel, *Herodes und Mariamne*.

**Composition:** Written exercises in the composition of connected prose. WESPV

## 3.\* German Syntax.

Three hours a week. First term. Courses 3 and 4 are intended for students who entered the Freshman class as beginners and who elect to work up to major grade.

Joynes-Wesselhoeft, *German Lesson Grammar*, beginning with Lesson 41. Abundant written exercises in illustration.

**Reading:** Moltke, *Die beiden Freunde*.

## 4.\*\* Schiller.

*Maria Stuart*. Critical perusal and lectures in interpretation.

**\*\* Literature:** Introduction to the classical period of the eighteenth century.

**\*\*Composition:** Written exercises in the composition of connected prose. WESPV

## 5.\* Schiller.

Three hours a week. First term. Elective as a major in Sophomore year or as a minor in Junior year.

*Die Jungfrau von Orleans*. Critical perusal and lectures in interpretation.

## 6.\*\* Literature.

Three hours a week. Second term. Elective as a major in Sophomore year or as a minor in Junior year.

The immediate forerunners and the contemporaries of Goethe and Schiller. The poets of the Göttingen Hainbund. Selections, interpretation, collateral reading, reports. WESPV

## 7.\* Schiller.

Three hours a week. First term. Elective as a major in Junior year or as a minor in Senior year.



*Wallensteins Lager* and *Die Piccolomini*. Critical perusal and lectures in interpretation.

**8.\*\* Literature.**

Three hours a week. Second term.

Goethe and Schiller. Selections, interpretation, collateral reading, reports. WESPY

**9.\* Goethe.**

Three hours a week. First term. Elective as a major in Senior year.

*Faust, Part I*. Critical perusal and lectures in interpretation; two essays.

**10.\*\* Literature.**

Three hours a week. Second term. Elective as a major in Senior year.

The Romanticists and their opponents; the poets of the wars of liberation; the Suabian circle of poets. Selections, interpretation, collateral reading, reports. WESPY

## GREEK

PROFESSOR TEW

Provision is made for those who have had no Greek before coming to college.

**1. Elementary Greek.**

Four hours a week. Elective as a minor in Freshman year.

Greek Grammar. Xenophon, *Anabasis*, one book. Greek Prose Composition.

**2. Elementary Greek, (Continued).**

Three hours a week. Open to students who have completed course 1.

Xenophon, *Anabasis* continued. Homer, *Iliad*, three books. Greek Prose Composition.

**3. Homer, Herodotus, Lysias.**

Four hours a week. Elective as a major in Freshman year.

Rapid reading of selected books of the *Odyssey*. Book VIII of *Herodotus* and selected orations of *Lysias*, accompanied by the study of the history of the times. Prose Composition based upon *Lysias*.

**4. Plato, Demosthenes. Euripides. Lyric Poets.**

Three hours a week. Elective as a major in Sophomore year.

Plato, *Apology*, *Crito* and the narrative portions of the *Phaedo*. *Demosthenes*, *Philippics*, accompanied by historical study. *Euripides*, *Alcestis*, with study of the Greek theater and the history of the Greek drama. Selections from *Lyric Poets*.

**5. Thucydides. Greek Drama. Bucolic Poetry.**

Three hours a week. Elective as a major in Junior year.

Thucydides, Book 11. Sophocles, Electra. Euripides, Iphigenia in Tauris. Study of metres of the plays. (Idyls of Theocritus.) (Selected.)

**6. Greek Drama. Pindar.**

Three hours a week. Elective as a major in Senior year.

Aeschylus, Prometheus. Aristophanes, Birds. Selected odes of Pindar.

**7. Greek Literature in English Translations.**

Three hours a week. Elective in Junior and Senior years. No knowledge of Greek is required.

The aim of this course will be to make the student acquainted with the masterpieces of Greek literature. A manual of the history of Greek literature will serve as a foundation, but the chief stress will be laid upon the literary study of representative works, especially of Homer, the dramatists and Plato.

**HISTORY. POLITICAL SCIENCE, AND ECONOMICS**

PROFESSOR MASON

ASSISTANT PROFESSOR WHITE

PROFESSOR TEW

**1. Mediaeval European History.**

Three hours a week. Elective in Sophomore year.

The chief aim of History 1 is to use the subject matter with which it deals as a medium for teaching a method of work that in the future may be of use not only in the study of history, but in the problems of every day life. The course extends from the break-up of the Roman Empire to the close of the Protestant Revolt, and is designed to serve as a general introduction to further historical study. Political details and the memorizing of names and dates are avoided so far as practicable, the object being to emphasize the characteristic, social, and cultural conditions of the periods studied.

There will be one lecture each week supplemented by laboratory work under the personal supervision of preceptors.

MASON, WHITE

**2.\* Europe in the Seventeenth and Eighteenth Centuries.**

Three hours a week. First term. Elective in Junior and Senior years.

A survey of political development from the close of the Wars of Religion to the death of Frederic the Great. The course aims to ex-

plain. (1) How Monarchical absolutism revived in Europe upon the ruins of the wars of religion. (2) How this revival was conditioned by the decline of nascent popular institutions, and the rise of highly centralised administrative bureaucracies. (3) How as a result of this movement, justifiable mediaeval political and social exemptions were converted into abominable modern privileges. (4) How international policy was shaped and diplomacy directed to the end of subserving the interests of rival dynasties. (5) How such rivalry resulted in protracted wars intended to secure such territorial adjustments as would best guarantee a "balance of power". (6) How amidst such dynastic rivalry there emerged the states-system of modern Europe including the problem of the Balkan peninsula and the future of European Turkey. (7) How such rivalry operated as a stimulus to commercial and colonial expansion with significant results for Europe, Asia and America.

MASON

### **3.\*\* The Political Development of Contemporary Europe.**

Three hours a week. Second term. Elective in Junior and Senior years.

A survey of the political history of Continental Europe from the beginning of the French Revolution to the present time. Among the topics considered are; the fall of Monarchy in France, and the establishment of the First Republic; the Monarchical reaction throughout Europe, and its struggle with the French Republic; the career of Napoleon and the failure of his Empire; the Congress of Vienna and the policy of the Holy Alliance; the achievement of national unity particularly in Italy and Germany; the rise of the Balkan states; the international history of Europe since 1815 with special reference to the German hegemony, and the problem of European Turkey.

MASON

### **4. English History to the Revolution of 1688.**

The principal topics discussed in this course are: Britain before the coming of the Germans; the founding of the English nation; the political and social institutions of Anglo-Saxon England; transition to the Anglo-Norman period; the Norman conquest and resulting political and social changes; National consolidation through representation and legislation under the Plantagenets; the culture of Mediaeval England; the Wars of the Roses and the decline of feudalism; the constitutional, economic and religious movements under the Tudors; the personal Monarchy of the early Stuarts; the antecedents of the Great Rebellion, and the establishment of the Commonwealth; the Restoration and renascent absolutism; the Revolution of 1688 and the constitutional settlement.

MASON

**5.\*\* Modern English History.**

Three hours a week. Second term. Elective in Junior and Senior years.

A continuation of course 4. Among the topics discussed are: the bequest of the Revolution of 1688; the Constitutional and social anomalies of the old regime; the industrial revolution and the beginnings of political radicalism; the conservative reaction of the years 1793-1820; the antecedents of parliamentary reform; the chartist movement; the extension of the franchise; repressive and reform legislation and the social movements of more recent times. Reference will also be made to the expansion of English influence in Asia, Africa, Australasia and America, and to current political problems of Greater Britain.

MASON

**6. History of Ancient Civilization.**

Two hours a week. Elective as an extra in Freshman year.

A survey of the social, intellectual, and political life of the ancient world, with special attention to its services in the maintenance and advancement of civilization.

Text-books; Seignobos, *History of Ancient Civilization*; Fling, *Source Book of Greek History*; Munro, *Source Book of Roman History*.

TEW

**7.\* History of Colonial America.**

Three hours a week. First term. Elective in Junior and Senior years.

The course extends from Columbus' discovery to the revolt from the British control.

Lectures, discussions, collateral reading, reports. WHITE

**8.\*\* Political and Social History of the United States.**

Three hours a week. Second term. Elective in Junior and Senior years.

Extends from the foundation of the Union to the period of reconstruction.

WHITE

**9.\* Principles of Economics.**

Three hours a week. First term. Elective in Junior year.

WHITE

**10.\*\* Sociology.**

Three hours a week. Second term. Elective in Junior year.

WHITE

**11.\*\* Practical Economic Problems.**

Three hours a week. Second term. Elective in Junior year.

The subject to be studied will be announced later. WHITE

**12.\* Principles of Politics.**

Three hours a week. First term. Elective in Senior year.

After emphasizing the importance and difficulty of exactness in the use of political terminology, an examination is made of the various theories as to the origin of the state and the nature of sovereignty. There follows a discussion of the scope of individual freedom compatible with social order and of that respect for sovereignty which constitutes the basis of international relations: The structure of government is next considered with due regard to the function of the legislature, the executive and the judiciary in the administration of public affairs; and in connection therewith mention is made of the principles of colonial administration and of local government. Finally, the individualistic and socialistic conceptions of the province of government are examined and compared in the light of the new environment of the modern state.

Leacock's *The Elements of Political Science* will be made the basis of the work with supplementary reading in Sidgwick, *Elements of Politics*; Dunning, *History of Political Theories*; Seeley, *Lectures on Political Science*; Jenks, *Principles of Politics*. MASON, WHITE

**13.\*\* Comparative Government.**

Three hours a week. Second term. Elective in Senior year.

A comparative study of the governments of England, France, Germany, and United States from the viewpoint of their present structure and actual working. Special attention will be paid to democracy and the development of political parties.

For reference: Lowell, *Parties and Governments in Continental Europe*; Bryce, *The American Commonwealth*; Lowell, *The Government of England*. MASON, WHITE

The following courses are open to students who have had courses 1, 2, and 3 or their equivalent.

**14.\*\* The Origins of Modern European Democracy.**

A study of social and intellectual development principally during the Eighteenth century. The course opens with a comparative study of the survivals of Mediaevalism in the social, political and intellectual life of the eighteenth century with a view to establishing the nature and sources of popular discontent. A survey of the beginnings of modern-experimental science and of its place in the genesis of the modern spirit of progress, is followed by detailed study of the propaganda indicting these conditions with special reference to the work of Voltaire, Rousseau, Montesquieu, the Encyclopaedists and the



Economists. Finally, examination is made of the conservative efforts of enlightened sovereigns and their ministers to translate the ideas of the reformers into positive amendments. MASON

**15.\*\* The Advent of Modern European Democracy.**

Two hours a week. Second term.

A continuation of preceeding course. The circumstances which precipitated popular intervention in the work of reform in France are examined with a view to determining the temper and view-point of the deputies to the States-General of 1789. The process by which the States-General became the first National Assembly in Continental Europe is traced, and the constructive achievements of this body are examined in detail. The rise of Republicanism in France is next discussed with special reference to the circumstances attending the abolition of Monarchy, the origin and intent of the revolutionary wars, the triumph of the radicals and the reign of Terror. The advent of the Directory and the rise of Napoleon to power is outlined and his career as a constructive statesman both in the reorganization of France and the diffusion of the revolution throughout Europe studied. The course closes with an estimate of the influence exerted by the revolutionary movement upon contemporary European conditions and thought. MASON

**16. Historical Method and the Teaching of History.**

One hour a week.

A course preparatory to the teaching of history and to historical research. It will discuss what history is, what it is for, what are its materials, and its methods, what its relations to neighbour studies, how to read history, how to study it, how to teach it, how to write it. The class will be co-operative, and will be open only to those ripe for its work and willing to take an active part. MASON

## LATIN

PROFESSOR HARKNESS

**1. Latin Prose Composition. Sallust.**

Four hours a week. Open to students who have met entrance requirements in minor Latin. Prose composition. Sallust, Jugurtha.

**2. Latin Prose Composition. Livy.**

Four hours a week. Open to students who have met entrance requirements in major Latin. Prose Composition. Livy, Book XXI.

**3. Ovid: Livy.**

Three hours a week. Minor elective. Open to students who have

had course 1. Ovid: Selections from *Metamorphoses*. Livy; Book I, and Selections from Books II–X.

**4. Horace: Pliny: Private Life of the Romans.**

Three hours a week. Major in Sophomore year. Elective as a minor in Junior year. Horace: Selections from *Odes*, *Epodes*, *Satires* and *Epistles*. Pliny; *Selected Letters*. The private life of the Romans.

In the first term selected *Odes* and *Epodes* are read, with a careful study of the metres of Horace. In the second term one hour a week is given to discussion of the private life of the Romans, with special attention to passages bearing on this subject in the *Satires* and *Epistles* of Horace and the *Letters* of Pliny which are read.

**5.\* Vergil.**

Three hours a week. First term. Selections from the *Aeneid*.

**6.\*\* Vergil.**

Three hours a week. Second term. Selections from the *Bucolics* and *Georgics*.

Courses 5 and 6 are elective as minor in Junior year. Vergil's sources, models, influence, and art are studied in connection with the selections read.

**7.\* Tacitus. Cicero.**

Three hours a week. First term. Elective as a major in Junior and as a minor in Senior year.

Tacitus, *Germania* and *Agricola*. Cicero, *De Senectute*, with *Prose Composition* based on the text.

Qualities of Tacitus as a historian are studied, and his viewpoint and that of his literary contemporaries are compared.

The *De Senectute* is read outside of class as a basis for recitations in *Prose Composition*.

**8.\*\* Comedy: Plautus and Terence.**

Three hours a week. Second term. Elective as a major in Junior and as a minor in Senior year.

One play each of Plautus and Terence is read. Study of the origin and development of Latin comedy.

**9.\* Seneca: Juvenal:**

Three hours a week. First term. Elective as a major in Senior year.

Seneca. Selections from *Essays*. Juvenal. *Selected Satires*.

Study of aspects of Roman life as presented by Seneca and Juvenal.

**10.\*\* Latin Literature.**

Three hours a week. Second term. Elective as a major in Senior year.

A general survey is made of the history of Latin Literature, with the reading of selections from the more important authors of each period.

## LIBRARY INSTRUCTION

ESTHER FINLAY HARVEY, LIBRARIAN

### 1.\* Reference Work and Bibliography.

One hour a week. First term. Open to Freshmen and Sophomores.

This course will give systematic instruction in the use of reference books and bibliographies with the object of training students to use the library intelligently. It will include an outline of the classification of books; the different parts of books; the use of the catalogue and of periodical indexes; and the method of investigating a subject in a library.

## MATHEMATICS

PROFESSOR SPENCER

### 1.\* Plane Trigonometry.

Four hours a week. First term. Required in Freshman year.

The subjects treated are: angular analysis, including trigonometric equations and inverse functions, solution of triangles and use of tables.

### 2.\*\* Higher Algebra.

Four hours a week. Second term. Required in Freshman year.

The subjects included are: graphic representation of functions; factor, identity and remainder theorem; a review of ratio, proportion and progressions; inequalities; permutations and combinations; binomial theorem; convergency of series.

### 3.\* Plane Analytic Geometry.

Three hours a week. First term. Elective in Sophomore, Junior and Senior years.

A brief course giving definitions, equations, and simplest properties of the straight line and conic sections.

### 4.\*\* Differential Calculus.

Three hours a week. Second term. Elective in Sophomore, Junior, and Senior years.

Differentiation of standard elementary forms; simple application of the derivative; maxima and minima; points of inflection.

**5.\* Second Course in Analytic Geometry.**

Three hours a week. First term. Prerequisite, course 4. Elective.  
The principal theorems of modern geometry of conics.

**6.\*\* Differential and Integral Calculus.**

Three hours a week. Second term. Prerequisite, course 4. Elective.

Extension of course in differential calculus to include curvature, indeterminate forms, expansion of functions; curve tracing; methods of reduction of integrals; definite integrals; areas, volumes, length of curves and mechanical problems.

**7.\* Theory of Equations with Determinants.**

Three hours a week. First term. Prerequisite, course 4. Elective.  
The work is based on Burnside and Panton's *Theory of Equations*.

**8.\*\* Differential Equations.**

Three hours a week. Second term. Prerequisite, courses 4 and 6. Elective.

A general course in ordinary and partial differential equations.

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## MUSIC

PROFESSOR MAXWELL

PROFESSOR FERRATA

MISS KNOTT

The theoretical and historical courses of the School of Music may be chosen as electives by college students, subject to the approval of the faculty, and will count towards the Bachelor of Arts degree. Courses 7 and 8 require no previous musical knowledge and are especially recommended to the general student who recognizes the value of intelligent appreciation of music in a liberal education. The other courses are technical, but may well be chosen by college students who are interested in music.

The practical courses [see Announcement of School of Music] will be open to students on payment of a special fee, but will not count towards the degree.

**1. Elements of Theory.**

One hour a week.

Introductory course; simple acoustics, notation, scales, signatures, meter, accent, rhythm, marks of expression, intervals, triads, etc.

This course or its equivalent must precede all other courses in composition. It should be taken in connection with Course 3.

Text-book: W. H. Cummings, *Rudiments of Music*.

KNOTT

**2. Harmony.**

Three hours a week.

Chords and their inversions, modulation, non-harmonic tones, analysis. Harmonization of given and original melodies in soprano and bass. For students who have taken Course 1 or its equivalent. Ability to play simple hymn tunes on piano desirable.

Text-book: Chadwick, *Harmony*.

MAXWELL

**3. Sight-Singing and Ear-Training.**

Two hours a week.

The ability to sing at sight is recognized as necessary for the musical training of the instrumentalist as well as for the vocalist. The student is led by numerous graded exercises from the simplest diatonic intervals to the most difficult with practice in part-singing and in all varieties of time and rhythm. In connection with this practice, the ear is trained to recognize intervals and the student is enabled to write melodies from dictation.

Text-book: Cole and Lewis, *Melodia*.

KNOTT

**4. Counterpoint, Single and Double.**

Three hours a week.

An application of the principles of harmony is made in combining two, three, or four distinct melodies in strict and free forms. The student must have completed Course 2 or its equivalent.

Text-book: Goetschius, *Applied Counterpoint*.

MAXWELL

**5. Canon and Fugue.**

Two hours a week.

Continuation of Course 4, which is a prerequisite, with special emphasis upon the composition of canons in various intervals and single and double fugues. Not offered in 1910-11.

**6. Musical Form, Free Composition and Orchestration.**

Two hours a week.

In this course practice is given in composition in modern forms, various works are analyzed, orchestral instruments singly and in combination are studied, and the principles of conducting are explained. The student must have shown decided musical talent in Courses 2 and 4 or their equivalent. Open in 1910-11 if at least three students apply.

FERRATA

**7. General History of Music.**

Two hours a week.

The history of music is traced from the earliest records to modern times with special emphasis upon the period from Palestrina to the death of Beethoven. The lectures and recitations are illustrated by



musical works of the period under consideration. The illustrations are given by the instructor, the student, or by means of a mechanical instrument. A large amount of outside reading and frequent themes are required. There is no prerequisite for this course.

Text-books: Hamilton, *Outlines of Music History*; Dickinson, *Study of the History of Music*.  
MAXWELL

### 8. Appreciation of Music.

One hour a week.

The aim of this course is to develop intelligent listeners. By means of lectures with musical illustrations, outside reading, written and oral criticisms, and practice with a mechanical instrument, the student is made familiar with important works of musical literature and the principles underlying them. So far as possible the course is made practical by the analysis of works performed in local concerts. It is advisable that this course be taken in connection with Course 7. There is no prerequisite, but the student must be able to distinguish between different melodies and it is desirable that she have the ability to follow printed music.  
MAXWELL

## PHILOSOPHY

PRESIDENT DIXON

### 9.\* General Psychology.

Three hours a week. First term. Required in Senior year.

An outline of the more important facts and theories concerning the human mind; the relation of the problems of modern psychology to certain of the other sciences, the arts and education.

### 10.\*\* History of Ancient and Modern Philosophy.

Three hours a week. Second term. Required in Senior year.

Lectures with readings from selected sources.

## PHYSICS AND ASTRONOMY

PROFESSOR LYON

MISS REAMES

### 1. General Physics.

Three hours a week. Required of all Sophomores not offering Physics for entrance.

Mechanics, Sound, Heat, Light, Electricity, and Magnetism. Lectures, recitations, and laboratory practice.

Carhart, *College Physics*.

**2. Sound and Light.**

Three hours a week. Elective for Juniors and Seniors.

Lectures and recitations, accompanied by a selected series of laboratory exercises, adapted to the course.

Carhart, *University Physics*, Part I; Ames, *Theory of Physics*. Various laboratory manuals will be used for reference.

**3. Advanced Physics.**

Three hours a week. Elective in Senior year.

1911-1912. Theory of Heat, and General Problems in Physics. Lectures, recitations, and library reading.

Maxwell, *Theory of Heat*; or Edser, *Heat for Advanced Students*. Problems to be selected from various sources.

**4. Meteorology.**

Three hours a week. Elective in Junior and Senior years.

Lectures and recitations. Laboratory work of the nature of daily meteorological record keeping will be required. Interpretation of the daily weather map, and careful study of the work of the U. S. Government Weather Bureau, in collecting and preparing data needed in forecasting.

Davis, *Elementary Meteorology*.

**5. General Astronomy.**

Three hours a week. Elective in Junior and Senior years.

Lectures and recitations. Constellation study required. A small equatorial is available for the use of the class.

Young, *Manual of Astronomy*; Willson, *Laboratory Astronomy*.

**6. Geology.**

Three hours a week. Elective in Junior and Senior years.

Text-book and lectures. Le Conte, *Elements of Geology*.

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**PHYSICAL EDUCATION AND HYGIENE**

PROFESSOR BAER

INSTRUCTOR RICHARDSON

The aim of this department is to promote the general health and the general efficiency of the student. Physical education forms part of the regular academic course and counts toward the degree. Two hours each week, therefore, are required of all regular students during the four years of the college. The number of hours may be increased. Individual attention is given whenever necessary, as each student receives a thorough physical examination on entering. These examinations are repeated each year.

The Swedish System of gymnastics forms the basis of the work, which includes lectures on hygiene and physical education, in addition to the practical and recreative work of the gymnasium.

Regular students are admitted to the gymnastic classes without extra charge; also, special students who take more than two regular college branches. Other specials will be charged as for a regular college subject.

For the proper development of the practical work of the department, the college provides a well equipped gymnasium with a variety of apparatus and having sufficient floor space for basket ball and other games. It is also supplied with shower baths.

The department has a measuring room furnished with modern apparatus and with the necessary facilities for the recitations of the classes in theory.

The college campus is arranged for basket ball, tennis and general recreation.

#### COURSES IN PHYSICAL EDUCATION AND HYGIENE—THEORY AND PRACTICE

##### 1. Freshman Year.

Two hours a week.

Lectures: General theories, including discussion of mechanics of standing; walking; general form in exercise; division of the gymnastic lesson; the place of gymnastics and athletics in the college. *Quiz.*

Physical examinations and histories.

Formation of the gymnastic classes; principles, and tactics of marching; the development of the free-standing exercises; chest weights and elementary apparatus work; games; introduction of basket ball.

Lectures; Historical sketch of movements, including ancient, modern, and contemporary history of gymnastics; various systems and leading exponents of each; normal schools; associations; publications. *Quiz.*

##### 2. Sophomore Year.

Two hours a week.

Voice culture: breathing exercises; types of breathing; controlled breathing in vocalization; hygienic breathing; gymnastic breathing. Elements of expression. *Quiz.*

Measurements: gymnastic work, including progressive Swedish gymnastics, both free-standing and upon the apparatus; marching; running; fancy steps; games in the gymnasium and on the field.

Inter-class basket ball for the 1907 Championship Cup.

Lectures: Aesthetic gymnastics; life and principles of François Delsarte; discussion of the trinity in expression; its relation to art in painting and sculpture. *Quiz.*

**3. Junior Year.**

Two hours a week.

*General Hygiene.* Lectures in relation to the externalia of every day life. *Quiz.*

Measurements: practical gymnastics; dances; special attention to forms in exercise and to general co-ordination.

Individual practice: corrective gymnastics; basket ball, recreative and competitive. Inter-class games for the 1907 Championship Cup.

Lectures: Discussion of the Swedish Days' Order; its classification and elaboration; character and uses of each group. Some general and special effects. *Quiz.*

**4. Senior Year.**

Two hours a week.

Lectures: Discussion of principles underlying all systems of gymnastics; general progression, based upon general laws of physics and gymnastic anatomy. *Quiz.*

Measurements: Swedish Educational gymnastics; aesthetic gymnastics; individual practice; marching tactics; jumping and vaulting; dances. Inter-class basket ball games for the 1907 Championship Cup.

Lectures: The physiological and psychological in exercises; personal hygiene, including simple laws of health; diet; dress; rest; exercise; mental aspect of health; character building; control. *Quiz.*

**ROMANCE LANGUAGES**

PROFESSOR BÉZIAT

INSTRUCTOR FERNANDEZ

INSTRUCTOR PRÉOT

MR. ———

**FRENCH****1.\* Elementary Course.**

All courses except 1 and 2, are conducted *entirely* in French.

Four hours a week. First term. For students entering without French.

A study of the fundamental principles of French grammar and syntax. Two hours a week are devoted to Pronunciation and easy conversation through the "natural" or direct method, when the class is conducted entirely in French. Béziat de Bordes, *Elements of French*; Schrakamp, *Le livre français*. PRÉOT

**2.\*\* Elementary Course, continued.**

Four hours a week. Second term.

Grammar, reading, and conversation. Béziat de Bordes, *Elements*

of French; de Rougemont, *Grammaire Française*; Halévy, "*L'Abbé Constantin*".

PRÉOT

### 3. Preparatory Course.

Four hours a week. Minor Freshman.

Reading, conversation, and grammar. Guerlac, *Selections from Standard French Authors*; Mérimée, *Colomba*; Patet, "*Précis d'histoire de France*"; Benton, *Easy French Plays*; Béziat de Bordes, *Elements of French*, (Part II). de Rougemont, *grammaire française*.

PRÉOT

The grammar, composition, and conversation work is based mostly upon chosen passages from the texts read.

### 4. French Conversation.

Two hours a week. Open to students who have had at least two years of French.

A thorough drill in practical terms of every day life. BÉZIAT

### 5. Reading from Standard Authors.

Four hours a week. Open to students having had at least three years of French. Major Freshman, and Minor Sophomore.

The object of the course is to familiarize students with French thought as it finds its expression in the great writers from the classic period to our own day, and thus pave the way to the literature courses 6, 7 and 8. Short themes based on the texts read furnish opportunity for review work in grammar and syntax; greater fluency and confidence is gained by oral discussions.

Healy, *La Comédie en France*; La Fontaine, *Fables*; Corneille, *Le Cid*, *Horace*, *Polyeucte*; Le Sage, *Gil Blas*; Sandeau, *Mademoiselle de la Seiglière*; Balzac, *Eugénie Grandet*; Hugo, *Hernani*, George Sand, *Nanon*; Bazin, *Les Oberlé*; Cameron, *Tales of France*; Schrader et Gallouedec, "*Géographie Élémentaire de la France*".

PRÉOT

### 6. General Outline of French Literature.

Three hours a week. Major Sophomore.

Lectures, readings, oral and written reports.

This course aims to bring out the chief characteristics of the various epochs in French literature, the evolution of French thought and literary ideals from *La Chanson de Roland* to the present day. While a handbook of French literature is used, the main work consists in reports, oral and written, upon assigned readings from masterpieces and critical essays. Students are expected to take notes on the lecture, and to write them up in a special note-book.



### 7. The Classical Age.

Three hours a week. Elective in Junior and Senior years.

Lectures, collateral readings, reports, and one essay each term.

The object of this course is, *primarily*, to develop a clear comprehension of the basic qualities of French literature and spirit, through a thorough study of the masterpieces of the seventeenth and eighteenth centuries, with their historical, social and artistic background; then, to explain the peculiar forms of expression as reflecting the life and manners of the time, and thereby to help the student of English and German literatures understand at first hand the reasons for the failure of classicism in England and Germany. Aside from the reading required in reference work, students must familiarize themselves with chosen passages from Malherbe, Descartes, Pascal, Bossuet, La Bruyère, Saint-Simon, La Rochefoucault, Mme. de Sévigné, Mme. de La Fayette, Fénelon, Regnard &c, and the following: Rotrou, *Saint-Genest*; Corneille, *Le Cid*; Horace, *Cinna*, *Polveucte*, *Le menteur*; Racine, *Andromaque*, *Les Plaideurs*, *Britannicus*, *Iphigénie*, *Phèdre*, *Esther*, *Athalie*; Molière, *Les Précieuses ridicules*, *Les Femmes savantes*, *L'Ecole des Maris*, *L'Ecole des Femmes*, *La Critique de l'Ecole des Femmes*, *Le Médecin Malgré lui*, *Le Malade imaginaire*, *Monsieur de Pourceaugnac*, *Le Bourgeois Gentilhomme*, *Don Juan*, *Le Tartufe*, *L'Avare*, *Le Misanthrope*; La Fontaine, *Fables*; Boileau, *Satires II, VI, VIII, IX, Epître VII*, *Art Poétique*; Voltaire, *Le Siècle de Louis XIV* and a few others.

BÉZIAT

### 8.\* Nineteenth Century Literature to about 1850.

Three hours a week. First term. Elective in Senior year.

After a brief outline of the pseudo-classic literature, a study of French Romanticism is made from the standpoint of the European and national current of political events and thought which explains it, and the reasons for the decline of its popularity. Chosen passages are read from J. J. Rousseau, Chateaubriand, Théo. Gautier, A. de Vigny, A. de Musset, V. Hugo, Lamartine, etc., the title of the following works which are used for reference, among others will give a more definite idea of the scope of the course: Merlet, *Tableau de la littérature française sous le Premier Empire*; A. Nettement, *Histoire de la littérature française sous la Restauration*; Stenger, *La Société française pendant le Consulat*; Sainte-Beuve, *Chateaubriand et son groupe littéraire*; Brandes, *L'Ecole romantique*; Le Roy, *L'Aube du théâtre romantique*; Nebout, *Le Drame romantique*; Latreille, *La fin du drame romantique*; Barat, *Le style poétique et la révolution romantique*.

BÉZIAT

**9.\*\* Nineteenth Century Literature from about 1850.**

Three hours a week. Second term. Senior year.

This course purposes to study the literary movement in France after the wane of the Romantic school; the Parnassian, Symbolic and other schools of poets, as represented by Leconte de Lisle, Hérédia, Sully Prudhomme, Coppée, C. Mendès, Baudelaire, Verlaine, Mallarmé, Richepin; the various tendencies and theories of the leading novelists: Balzac, Flaubert, George Sand, Zola, Maupassant, E. and J. de Goncourt, A. Daudet, Bazin, A. France, Hervieu, Loti, Bourget, Barrès; the Dramatists: Ponsard, Sardou, Bouchor, Rostand, Augier, Dumas fils, Labiche, Meilhac, Halévy, Becque, Curel, Brioux, Donnay, P. Hervieu; literary criticism, and the principles of Brunetière, Lemaitre, Faguet, Lanson &c.

BÉZIAT

**N. B. I.**—The above courses in French literature are supplemented by lectures on the art, music and civilization of each period studied. These lectures are given from time to time, instead of the regular recitation, by members of the faculty who have specialized in these subjects.

**N. B. II.** For graduate work in French see announcement of the Graduate Bulletin or the special circular of the Department of Romance Languages and Literatures.

**WEDNESDAY FRENCH LECTURES**

Once a week, on Wednesday afternoon at 4 o'clock, a lecture in French, dealing with French literature, life, art, history, or institutions, is delivered either by members of the faculty or outside lecturers. French students are expected to attend these lectures, which entail no outside work. This course is open to the public, without charge.

For a statement of the lectures given in 1910-11 up to date of publication, see page 19.

**ITALIAN**

MR.——

**1. Elementary Course.**

Three hours a week.

Grandgent, *Italian Grammar* and *Italian Composition*; Bowen, *Italian Reader*; De Amicis, *La Vita Militare*.

**2. Reading from standard authors.**

Three hours a week.

Manzoni, *Promessi Sposi*; selections from Goldoni, Alfieri, etc.; Dante, *Inferno*.

**N. B.** Announcement of the courses open to graduate students in Romance Languages are made in the Bulletin of Romance Languages and Literatures. See also announcement of the Graduate Bulletin.

## SPANISH

SEÑOR FERNÁNDEZ

### 1.\* Elementary Course.

Two hours a week. First term. Elective as an extra in Freshman year.

Fundamental principles of Spanish grammar, with abundant practice in conversation. From the beginning students are taught Castilian pronunciation, as set forth by the Royal Spanish Academy. Later, however, they are made acquainted with the departures from that pronunciation which are customary in many parts of Spain and Spanish America.

De Tornos, *Spanish Method*; Special Study of the regular and irregular verbs; class-room reading of the Spanish play, *Después de la Lluvia, el Sol*.

The First Term examinations are held entirely in Spanish.

### 2.\*\* Elementary Course—continued.

Two hours a week. Second term. Elective as an extra in Freshman year.

De Tornos, *Spanish Method*; Schilling, *Don Basilio*, a guide to Spanish conversation; Turrell, *Spanish Reader*; Ramos Carrión y Vital Aza; *Zaragüeta*.

In this course the instruction is given wholly in Spanish, the vocabulary of every day life is emphasized, and the students memorize choice extracts from the writings of representative Spanish authors.

### 3.\* Reading and Composition.

Two hours a week. First term. Elective as an extra in Sophomore year.

Ford, *Spanish Composition*; Alarcón, *El Capitán Veneno*; Padre Isla's Lesage's, *Gil Blas de Santillana*; Study of Spanish idioms; conversation and dictation.

### 4.\*\* Reading and Composition—continued.

Two hours a week. Second term. Elective as an extra in Sophomore year.

Johnson, *Cuentos Modernos*; with composition exercises; Moratín, *El Sí de las Niñas*; Study of the Spanish Phonology and the pronunciation of Spanish in Spain and in Spanish America.

**5. Grammar and Reading.**

Three hours a week. Elective for Juniors.

This course is similar to Courses 1 and 2, but covers the ground more thoroughly, and is intended to be a sufficient introduction to 6.

**6. Spanish Literature.**

Three hours a week. Elective for Seniors who have had course 5 or equivalent.

Valera, *Pepita Jiménez*; Pérez Galdós, *Doña Perfecta*; Obras Maestras de Lope de Vega y Calderón, de la Barca; *La Vida es Sueño*; Cervantes, *Don Quijote de la Mancha*; Clark, *Spanish Literature*. Memorizing of selections from standard Spanish authors.





## School of Art



## FACULTY

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BRANDT VAN BLARCOM DIXON, A. M. LL. D.  
PRESIDENT OF THE COLLEGE

ELLSWORTH WOODWARD  
DIRECTOR OF SCHOOL OF ART  
PROFESSOR OF DRAWING AND PAINTING, LECTURER ON  
HISTORY OF ART

GERTRUDE ROBERTS SMITH  
PROFESSOR OF WATER COLOR PAINTING AND  
DECORATION OF TEXTILES

MARY GIVEN SHEERER  
ASSISTANT DIRECTOR IN POTTERY  
PROFESSOR OF POTTERY AND CHINA DECORATION,

WILLIAM WOODWARD  
PROFESSOR OF DRAWING AND PAINTING

KATHERINE KOPMAN  
INSTRUCTOR OF DRAWING AND DESIGN  
IN HIGH SCHOOL AND SUPERVISOR OF CADETS.

AMELIE ROMAN  
ASSISTANT PROFESSOR OF DRAWING AND DESIGN

MARY WILLIAMS BUTLER  
INSTRUCTOR OF DRAWING, DESIGN AND METAL WORK

CLARA GREGORY BAER  
PROFESSOR OF PHYSICAL EDUCATION

MARGARET ELSIE CROSS, A. M.,  
ASSISTANT PROFESSOR OF EDUCATION

LOTA LEE TROY

INSTRUCTOR IN PUBLIC SCHOOL METHODS AND DESIGN

DESIREE ROMAN,

POTTERY CLERK AND SALES AGENT

MARTHA VIRGINIA WILDESEN

SECRETARY

JOSEPH MEYER

POTTER

PAUL EARNEST COX, B. S.

CERAMIC CHEMIST

**The Newcomb Art School** was organized in 1887 as a department of the H. Sophie Newcomb Memorial College for Women.

By means of a generous donation from Mrs. Josephine Louise Newcomb, the founder of the college, the beautiful and completely adapted art building was erected in 1895. This building is provided with separate studios for each study, galleries for the exhibition of drawings and paintings, an art library of carefully selected works and other appliances necessary or useful to the successful study of art.

The aim of the school is to furnish opportunity for professional study in pictorial and decorative art and to prepare teachers of art.

The methods of instruction are in accord with those found most efficient in modern usage.

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## REQUIREMENTS FOR ADMISSION

For requirements for admission as regular students, see page 23.  
For requirements for admission as special students, see page 34.

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## COURSE OF STUDY

### SCHOOL OF ARTS AND SCIENCES

Since its organization, this college has recognized that the study of art should be considered an important factor in a system of liberal education. This study has, therefore, been offered as an elective with other college studies in Junior and Senior years, and may be permitted as an extra in Freshman and Sophomore years.

In the college classes, technical skill is considered secondary to the development of artistic culture and the formation of taste. The studies are, therefore, varied by discussion of art topics and the analysis and explanation of works of art.

Art is made an elective study in the Junior and Senior years and counts toward a degree.

**Freshman**—Art work may be taken as an extra study, the schedule and the amount of work already undertaken permitting. This extra, if undertaken, includes drawing, water color, and design. These studies are applied in elementary art-crafts, such as embroidery, stenciling, metal work and plaster casting. Lectures on the history of painting illustrated with stereopticons form a part of the course.

**Sophomore**—The same subjects further developed.

**Junior**—Drawing, design, water color, application of design to



various crafts. Lectures on art application, analysis of pictures, and study of art history.

**Senior**—Design, pottery or china painting, or embroidery. Lectures on art.

### NORMAL ART COURSE

A graded course has been prepared for those who may desire to become teachers.

During the last year of the course each pupil is required to assist in the teaching of drawing in the High School. She is drilled in the preparation of subjects and their presentation as academic studies.

A diploma will be given on the completion of the course.

Free tuition for a term of two years will be given to graduates of the Normal Course.

Illustrated lectures on the history of painting are given each week during the session.

### NORMAL ART COURSE OF STUDY

#### FIRST YEAR

	hrs.	per week	Entire session
Form Study.....	1		
Elementary Design.....	5	" "	" "
Cast Drawing.....	5	" "	" "
Freehand Perspective.....	4	" "	" "
Elementary Water Color.....	5	" "	" "
Pictorial Composition.....	2	" "	" "
Working Drawing.....	2	" "	" "
Picture Study.....	1	" "	" "
English.....	3	" "	" "

#### SECOND YEAR

	hrs.	per week	Entire Session
Cast Drawing.....	4½		
Freehand Perspective.....	4½	" "	" "
Theoretical Design and plant drawing	5	" "	" "
Water Color.....	5	" "	" "
Pictorial Composition.....	2	" "	" "
Orthographic Projection.....	3	" "	½ "
Mechanical Perspective.....	3	" "	½ "
English.....	2	" "	Entire "
Metal Craft or Embroidery.....	3	" "	" "

**THIRD YEAR**

Drawing from life.....	6	hrs. per week. Entire Session			
Water Color Painting still life and landscape.....	6	" " " " " "			
Design.....	6	" " " " " "			
Teachers' Methods.....	1½	" " " " " "			
Pottery, Embroidery or China Painting.....	4½	" " " " " "			
Constructive Design and Interior Decoration or Metal Work.....	3	" " " " " "			
Pictorial Composition.....	2	" " " " " "			
History of Education.....	2	" " " " " "			
Abstract of History of Architecture, Library Work.					

**FOURTH YEAR**

Drawing from life.....	6	hrs. per week. Entire Session			
Oil Painting, still life and landscape..	5	" " " " " "			
Design.....	4	" " " " " "			
Teachers' Methods.....	1½	" " " " " "			
Normal Training, preparing class exercises, conferences, etc.....	1	" " " " " "			
Psychology and Education.....	2	" " " " " "			
Pictorial Composition.....	2	" " " " " "			
Pottery, or Embroidery or China Painting.....	6	" " " " " "			
Jewelry.....	2½	" " " " " "			
Abstract of History of Painting, Library work .....					

**MUSIC**

Teachers of art in Louisiana secure a position more promptly if they are also prepared to teach sight singing.

Three hours per week are accordingly allowed from the foregoing schedule for those who desire to add this elective.

As this work is not a part of the school course it will be charged as an extra. See page 47.

**Physical Education.** Pupils in the School of Art may enter the college classes in physical education free of charge.

A Basket Ball team is organized from the art student body under the management of the professor of Physical Education. Events with the academic team are arranged as soon as both are in training.

**Regulations.** Students may be admitted to the studio classes at any time for a period of not less than a half term. They are not required to undertake any collegiate work.

The right to retain certain drawings or other art work from each student's class work for the use of the college is reserved.

A student is required to furnish her own drawing materials, easels, etc.

## STUDIO CLASSES

The following studies may be taken without the obligation of the regular course, such as examinations, regular attendance, etc. These are essentially studio classes, and are conducted by intensive art school methods.

The most painstaking efforts are made to insure thorough, professional skill, but *no official recognition or certificate endorsement is given the work.*

In special cases the term may be reckoned from the date of entrance.

### 1. Elementary.

This work includes the first steps necessary in the development of the form sense. The appreciation of direction, proportion and values is awakened through exercise in line, and light and dark. Light and shade studies from plaster casts and still life, free hand perspective and color are necessary as the work advances.

### 2. Freehand Perspective.

This study teaches the principles which underlie sketching from nature and from still life. The training of the eye to distinguish appearance from fact, and of the hand to skillful delineation of either are necessary steps to independent production.

W. WOODWARD, TROY, ROMAN, BUTLER

### 3. Cast Drawing.

The cast model is used to overcome the first difficulties of drawing, and of light and shade. Careful discipline is given in line and proportion, in the construction of ornament and of the human head and figure, and in the relative values of light and shade.

Memory drawing forms a part of this work and the student is frequently required to complete a drawing at one sitting. This practice develops rapid, synthetic observations.

Advancement to the life class is made as soon as the pupil has overcome these first difficulties.

Charcoal is the medium principally employed in this work. Great care is exercised in guarding the pupils against waste of time in meretricious 'over-finish'; their attention is constantly directed to the prime importance in drawing, of action, proportion and construction.

W. WOODWARD, ROMAN

#### **4. Oil and Water Color Painting.**

Admission is granted to the painting classes at the outset in the student's development, in the belief that the training of the color sense should accompany that of form. Parallel work in drawing of a sufficiently exacting nature is, however, required. At first, still life objects, flowers, etc., are used, progressing to the more difficult work from the living model. The student is taught to depend upon a simple palette of permanent colors and to acquire a just appreciation of decorative as well as pictorial qualities.

The extensive grounds of the college afford excellent opportunities for study in the open air.

W. WOODWARD, SMITH, TROY, ROMAN

#### **5. Design.**

This study is considered important in the education of all art workers, but for the decorator it becomes fundamental. Instruction is based upon the study of drawing, color, plant forms, geometry, historic and contemporary ornament. The pupil is taught to observe the forms and colors of plants, trees and landscapes, recognize the influence of locality in the development of artistic expression.

Accompanying the study of theory, practical application of design is made to book decoration, book plates, embroidery, leaded glass, pottery, metal work, etc.

SMITH, ROMAN, E. WOODWARD, TROY

#### **6. Life Drawing.**

Drawing and painting from life is conducted from the costumed model. Every effort is made to insure a serious and scholarly style. Observations of character and strict attention to the individuality of the model are required, while the instructor is careful to respect and encourage the personality of the student. Prolonged and serious studies are interspersed with rapid sketches from models in short poses.

E. WOODWARD

#### **7. Clay Modeling.**

Modeling is taught as a most efficient aid in the study of drawing, especially in connection with public school methods.

It is carried on by the use of casts, draperies and living models.

The possession of a kiln affords an opportunity for terra cotta work. Casting in plaster and its treatment with color is taught in this class.

E. WOODWARD, TROY

### **8. Mechanical Drawing.**

The course in Mechanical Drawing includes the study of geometrical drawing, orthographic and isometric projections, working drawings and mathematical perspective.

W. WOODWARD.

### **9. Pictorial Composition.**

On Friday afternoon the entire school is assembled for instruction in pictorial composition. Each pupil contributes a study that has been completed independently, during the week. These are exhibited together and criticised for the benefit of all.

The works of masters in art are compared and analyzed, and discussion is extended to topics germane to art.

Much importance is attached to this class, as it is believed that its work tends to divert the pupil from excessive reliance upon the model, and to stimulate imagination and independent thought.

E. WOODWARD

### **10. China Painting.**

China Painting may be undertaken as a specialty by those qualified in drawing and design.

Applicants not yet prepared are required to follow the classes designed to fit for this work.

SHEERER

### **11. Pen Drawing.**

Pen Drawing is taught with reference to its reproduction in book illustrations.

Those desirous of becoming illustrators should bear in mind that the successful practice of this branch of art involves the same training called for in pursuit of any of the various branches of art. The use of the pen or wash is merely incidental.

E. WOODWARD

### **12. Constructive Design and Interior Decoration.**

The designing of furniture and interior fittings affords a wide and attractive opportunity for the application of the best taste and practical ingenuity to the business of home building. There can be no more immediate and valid use for art knowledge, than in the complete harmonizing of the forms and colors of articles and arrangements upon which the comfort and beauty of a home depends.

In this class the student is called upon to consider each practical detail of good construction and its relation to beauty of form, to realize the limitations of materials and their consequent treatment, and is led from the designing and constructive draughting of a single article to the planning of a complete room. The work is rendered in scaled elevations and perspectives in water color.

The course of work in this class is based upon cast drawing, free-



hand and mechanical perspective, working drawing, water color and design.

E. WOODWARD

### **13. Lectures.**

A course of weekly lectures on the history of painting is open to all members of the school. The use of the stereopticon lantern renders these of great practical value in familiarizing the student with the works of the masters.

E. WOODWARD

### **14. Metal Work.**

The handicraft of working copper is taught under a reasonable requirement as to drawing and design.

Practical and effective objects such as bowls, buckles, pin trays, paper knives, spoons, etc., are subjects for class instruction.

In the advanced grades the precious metals are employed. Jewelry forms and stone setting are developed and the pupil put in possession of an artistic craft, capable of pursuit as a vocation.

BUTLER

### **15. Introductory Psychology.**

A general survey of the processes, laws and conditions of mental life, including a study of the structure and function of the central nervous system and the various phases of intellect, feeling and will. The course deals with elementary principles rather than technical details.

### **16. Principles of Education.**

The fundamental principles of education, studied in the light of modern scientific thought, a study of the educational process including its biological, psychological and social factors and the application of its principles in the school and in personal development.

CROSS

### **17. Physical Education.**

A course in hygienic gymnastics is open, without extra charge, to all students in the School of Art. Believing that the regular work of the gymnasium, with the recreative value of basket ball, will prove of great personal benefit to the art student, this course is offered wherever it can be arranged without conflict with the regular schedule.

A special course in Physical Education is offered, schedule permitting, as an elective in the Junior and Senior years of the Normal Art Course. This course, for which credit will be given, is designed to give the student a working knowledge of the subject. It will include, therefore, the underlying principles of gymnastics, both as to theory and practice.

BAER

## NEWCOMB POTTERY

In 1895 the Art Department decided upon an important extension of its work. In recognition of the educational and economic importance of applied art, both to the pupil and to this section of the country, the manufacture of decorated pottery was established as an experiment. This was attended by a success so encouraging that in 1901 the Administrators appropriated a sum of money sufficient for the erection of a special building for this industry and for its further development and maintenance.

### 1. Pottery Decoration.

The course of instruction leading to pottery decoration includes drawing, painting and design. These studies, pursued in the art school, prepare the pupil to take up easily and naturally the practical work of applied decoration. As soon as a proper standard of excellence is attained, the work of the pupil is purchased. When instruction is no longer necessary, the payment of fees is remitted and the designer continues on a basis of independent production. It has been shown that those possessing aptitude for design, may, in this way, be enlisted in the development of art and in their work find profit and reputation.

A special circular will be sent on request.

SHEERER

### 2. Pottery Manufacture.

For those desirous of undertaking the study of pottery manufacture, instruction is offered in the preparation of clays, glazes and the use of the kiln.

SHEERER

### 3. Newcomb Embroidery.

This handicraft was introduced into the school in 1902 in pursuance of a wish to develop applied art and to open to the students as many avenues as practicable, in which congenial self expression as well as remuneration may be found.

The work of this class has become an important art industry, widely known for its originality and beauty.

Inasmuch as embroidery requires no important apparatus or expenditure and does not depend upon special conditions, such as studio lighting, mechanical fitting, etc., it should be a popular and profitable branch of art, since its possibilities for beauty are almost limitless. That it frequently fails of full realization seems due to the neglect of its fundamental dependence on art. Originality of thought in design and color is as requisite to success in this craft as in others. Students will therefore not be admitted to this class without a working knowledge of designs and color.

Special circular sent on application.

SMITH

#### 4. Weaving.

Several looms are installed in connection with this handicraft. In rug weaving, towards which this work is most advantageously directed, there is endless opportunity for the designer in color.

SMITH

#### 5. Dyeing.

The technical difficulties in the art of dyeing demand more specialized chemistry than the general art course can give.

A series of standard formulas are therefore used, giving excellent practical results.

This work is recommended in connection with weaving.

SMITH

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### GRADUATE ART WORK

Graduate work in art is based upon High School art and two years of instruction, taken as an elective study in the regular collegiate courses for the degree of B. A., as provided in Newcomb College. From four to six hours a week have been required. This time has been devoted to technical practice and lectures upon the development and significance of historic art as exhibited in painting and the constructive crafts.

The proportion is maintained of about two thirds of technical practice to one-third of theoretical and critical work.

The first year of graduate study requires the student to give not less than fifteen hours per week to the practice of the following subjects in the proportion indicated:

Drawing (from cast), 6 hours.

Painting (still life), 6 hours.

Design (theoretical), 3 hours.

An essay is also required upon some period or school of art, subject to the advice of the professor.

The second year requires not less than fifteen hours per week:

Drawing (from life), six hours.

Painting (from life or landscape), 6 hours.

Design (applied), 3 hours.

Collateral reading and essay under direction of the professor.

The above proportion of hours applies to art as a *major* study. Where it is elective as a *minor* study, one-half the time will be required.

**ADVANCED WORK FOR GRADUATES IN NORMAL ART**

The graduate work following upon four years of exclusive art work as given in the Normal Art department, for which a diploma has been granted, may be regarded as professional work. The student is allowed to elect a specialty and pursue it uninterruptedly for two years. Two auxiliary studies are usually advised. For example, if design be elected as a major, drawing and painting in some form supplement the choice. If painting from life be the major, design, theoretical and applied, is taken as minor study.

As no official recognition is given this work, no examinations are held, and no stated time required.

## School of Music





## FACULTY

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BRANDT VAN BLARCOM DIXON, A. M., LL. D.  
PRESIDENT OF THE COLLEGE

LEON RYDER MAXWELL, A. M.  
DIRECTOR OF SCHOOL OF MUSIC  
PROFESSOR OF VOICE AND COMPOSITION

CHEVALIER GIUSEPPE FERRATA, Mus. Doc.  
PROFESSOR OF PIANO AND COMPOSITION

RENÉ SALOMON  
INSTRUCTOR OF VIOLIN

ALICE WEDDELL  
INSTRUCTOR OF PIANO

EVELYN CATHCART REED  
INSTRUCTOR OF PIANO

LILLIAN MILDRED KNOTT  
INSTRUCTOR OF VOICE AND PUBLIC SCHOOL MUSIC

HENRY DRUEDING  
INSTRUCTOR OF ORGAN

LOUIS EMMANUEL FAGET  
INSTRUCTOR OF VIOLONCELLO

PIERCE BUTLER, Ph. D.  
PROFESSOR OF ENGLISH

IMOGEN STONE, A. M.  
ASSISTANT PROFESSOR OF ENGLISH

CAROLINE FRANCIS RICHARDSON, A. M.  
INSTRUCTOR OF ENGLISH

ANDRÉ BEZIAT de BORDES, Ph. D.

PROFESSOR OF FRENCH

NINA MARIE PRÉOT, A. B.

INSTRUCTOR OF FRENCH

FREDERICK WESPY, Ph. D.

PROFESSOR OF GERMAN

LYDIA FROTSCHER, A. B.

INSTRUCTOR OF GERMAN

MARGARET ELSIE CROSS, A. M.

ASSISTANT PROFESSOR OF EDUCATION

CLARA GREGORY BAER

PROFESSOR OF PHYSICAL EDUCATION

LAURA ALICE SPANG

SUPERVISOR OF PRACTICE AND ASSISTANT IN VOICE

HESTER WEDDELL

ASSISTANT SUPERVISOR OF PRACTICE

**The School of Music** of the H. Sophie Newcomb Memorial College for Women was established in 1909. In accordance with the general plan of the college administration the School of Music was placed upon a standard of excellence equal to that maintained by the other affiliated schools of Newcomb College. The high requirements for admission to regular courses, the advanced grade of the studies, and the efficient corps of instructors with the best European and American training and experience, enabled the School immediately to take high rank among the music schools of America.

In January, 1911, the courses of the School of Music were opened to young men, in response to an increasing demand from male students for the grade of instruction which the School offered. The admission of men was a departure from the previous policy of Newcomb College, except in graduate classes, but seemed to be justified by the demand already evidenced, and by the absence of facilities for music study by the men of Tulane University. It was also recognized that in many branches of music study, especially those connected with ensemble work, the presence of both men and women was a necessity in order to obtain the best results.

The aim of the School is to furnish superior facilities for the study of music in all its branches. Extended practical and theoretical courses are offered: first, to regular students, who expect to follow music as a profession, either as composers, performers, teachers, or critics; second, to college students, who desire to study composition, musical history, or appreciation as elements of a liberal education; third, to special students who wish to become proficient in one or more branches of music.

## REQUIREMENTS FOR ADMISSION

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*As Regular Students.* For requirements for admission of women see page 23.

For requirements and schedule of entrance examinations for male applicants see page 34.

*As Special Students.* For requirements for admission see page 34.

## COURSES OF STUDY

The following courses of study are offered to men and women alike:

*Regular Professional Courses leading to the Degree of Bachelor of Music.*

*Regular Public School Music Course leading to a Diploma in Public School Music.*

*Special Courses in one or more subjects leading to Certificates.*

Women students in regular courses will take the required academic studies in Newcomb College.

Men students in regular courses will take the required academic studies in the College of Arts and Sciences, Tulane University.

*Courses Leading to the Degree of Bachelor of Music.* Professional courses leading to the degree of Bachelor of Music, offered to those who wish to specialize in music, as teachers, composers, performers, or critics, ordinarily extend over four years.

Each student is required to choose a major branch of practical music, and continue the study of this branch, two lessons a week throughout the course. One lesson a week of piano is required of each student, whatever the major. If the major instrument be piano, the student may elect one class lesson a week in another branch of practical music.

Except for the major instrument, the course of study during the first two years is the same for all students as follows: (*For description of the studies see page 108*)

FIRST YEAR	PERIODS
Elements of Theory.....	1
Sight-Singing and Ear-Training, Elementary.....	2
History of Music.....	2
Appreciation.....	1
Major instrument.....	2
Piano.....	1
Recital Class.....	1
English.....	4
French or German.....	4

## SECOND YEAR

Harmony .....	3
Sight-Singing and Ear-Training, Advanced.....	2
Ensemble.....	1
Major instrument.....	2
Piano.....	1
Recital Class .....	1
English.....	4
French or German.....	3 or 4
	<hr/> 17 or 18

At the beginning of the Junior year each student will designate the object of his study, whether he intends to be teacher, critic, performer, or composer. The following courses are required of each student during the third year: Counterpoint, Ensemble, and the Recital Class. The required courses of the fourth year are: Psychology and Philosophy, Ensemble and the Recital Class. Except for the required courses, the studies of the last two years will be planned with reference to the student's choice of profession and natural ability. The courses for teachers will include instruction in methods, practice teaching, and advanced work in English. The course for critics will include special studies in musical history, biography and appreciation, and advanced work in literature and modern languages. The course for performers will demand extra work of a superlative quality in the major subject and practice in stage deportment. In the course for composers special attention will be given to the higher forms of composition, strict and free, orchestration and the principles of conducting.

The degree of Bachelor of Music will be granted to students who complete these courses satisfactorily and show decided musical ability.

*Courses Leading to the Diploma in Public School Music.* The course leading to the Diploma in Public School Music, offered to those who wish to prepare themselves for positions as supervisors or teachers of music in the public schools, is of two years' duration. The aim of this course is not only to provide the necessary musical and pedagogic preparation for successful work in the public schools, but also to give the basis of a liberal training which will enable the teacher to correlate music with other branches of the school curriculum.

The course will include the following studies: (*For description of studies see page 108.*)



**FIRST YEAR****PERIODS**

Elements of Theory .....	1
Sight-Singing and Ear-Training .....	2
General and Child Psychology .....	3
Observation of Classes in Public Schools; Descriptive Themes .....	1
Piano .....	1
Voice .....	1
Recital Class .....	1
English .....	4
French or German .....	4

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**SECOND YEAR****PERIODS**

Harmony .....	3
History of Music .....	2
Appreciation of Music .....	1
Theory and Practice of Teaching Music in Public Schools .....	3
Ensemble .....	1
Piano .....	1
Voice .....	1
Recital Class .....	1
English .....	4

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*Courses Leading to Certificates.* Special students (those not wishing to pursue a full graduating course) will, upon recommendation of the instructor and approval by the faculty of the School of Music, be granted a Certificate designating the character, grade, and quality of the work accomplished in either theoretical or practical music. A Certificate will be granted, however, only for advanced work of superior quality.

*Courses Open to Students of Other Schools of Newcomb College.* Students of the School of Arts and Sciences may, during the Junior and Senior years, choose any one of the following three-hour courses as electives counting towards the Bachelor of Arts degree: (*For description see page 73.*)

- 1-3. Elements of Theory, Sight-Singing and Ear-Training.
2. Harmony.
4. Counterpoint.
- 7-8. History and Appreciation of Music.

Courses in Canon and Fugue (5) and Musical Form, Composition, and Orchestration (6) will also count towards the Bachelor of Arts

degree, but may be taken only by students with extraordinary preparation and ability in music. Courses 7-8, which require no previous preparation in music, are especially recommended to the general student who recognizes the value of intelligent appreciation of music in a liberal education.

Students of the School of Art, who desire to be prepared to teach music in public schools in addition to art, are allowed three hours a week for an elective in music. The following courses are open on payment of extra fee: (*For description see page 108.*)

Elements of Theory, Sight-Singing and Ear-Training.

Theory and Practice of Teaching Public School Music.

Students of the School of Education are required during the Sophomore year to take music studies amounting to two hours a week and are allowed the choice of music studies as electives throughout the entire course. The following studies are open: (*For description see page 108.*)

Elements of Theory.

Sight-Singing and Ear-Training.

Harmony.

History of Music.

Appreciation of Music.

Ensemble.

Theory and Practice of Teaching Public School Music.

Students of the High School are admitted to no theoretical courses in music, but may upon payment of the regular fees take private lessons in practical music.

## OUTLINE OF COURSES

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### THEORETICAL AND HISTORICAL COURSES

These courses are open to men and women alike. Whenever the size of the classes permits, separate divisions for men and for women will be formed.

#### 1. Elements of Theory.

One hour a week.

Introductory course; simple acoustics, notation, scales, signatures, meter, accent, rhythm, marks of expression, intervals, triads, etc.

This course or its equivalent must precede all other courses in composition. It should be taken in connection with Course 3.

Text-book: W. H. Cummings, *Rudiments of Music*.

KNOTT

#### 2. Harmony.

Three hours a week.

Chords and their inversions, modulation, non-harmonic tones, analysis. Harmonization of given and original melodies in soprano and bass. For students who have taken Course 1 or its equivalent. Ability to play simple hymn tunes on piano desirable.

Text-book: Chadwick, *Harmony*.

MAXWELL

#### 3. Sight-Singing and Ear-Training.

Two hours a week.

The ability to sing at sight is recognized as necessary for the musical training of the instrumentalist as well as for the vocalist. The student is led by numerous graded exercises from the simplest diatonic intervals to the most difficult with practice in part-singing and in all varieties of time and rhythm. In connection with the practice the ear is trained to recognize intervals and the student is enabled to write melodies from dictation.

Text-book: Cole and Lewis, *Melodia*.

KNOTT

#### 4. Counterpoint, Single and Double.

Three hours a week.

An application of the principles of harmony is made in combining two, three, or four distinct melodies in strict and free forms. The student must have completed Course 2 or its equivalent.

Text-book: Goetschius, *Applied Counterpoint*.

MAXWELL

**5. Canon and Fugue.**

Two hours a week.

Continuation of Course 4, which is a prerequisite, with special emphasis upon the composition of canons in various intervals and single and double fugues. Not offered in 1911-12.

**6. Musical Form, Free Composition and Orchestration.**

Two hours a week.

In this course practice is given in composition in modern forms, various works are analyzed, orchestral instruments singly and in combination are studied, and the principles of conducting are explained. The student must have shown decided musical talent in Courses 2 and 4 or their equivalent. Open in 1911-12 if at least three students apply.

FERRATA

**7. General History of Music.**

Two hours a week.

The history of music is traced from the earliest records to modern times with special emphasis upon the period from Palestrina to the death of Beethoven. The lectures and recitations are illustrated by musical works of the period under consideration. The illustrations are given by the instructor, the student, or by means of a mechanical instrument. A large amount of outside reading and frequent themes are required. There is no prerequisite for this course.

Text-books: Hamilton, *Outlines of Music History*; Dickinson, *Study of the History of Music*.

MAXWELL

**8. Appreciation of Music.**

One hour a week.

The aim of this course is to develop intelligent listeners. By means of lectures with musical illustrations, outside reading, written and oral criticisms, and practice with a mechanical instrument, the student is made familiar with important works of musical literature and the principles underlying them. So far as possible the course is made practical by the analysis of works performed in local concerts. It is advisable that this course be taken in connection with Course 7. There is no prerequisite, but the student must be able to distinguish between different melodies and it is desirable that he have the ability to follow printed music.

MAXWELL

**9. The Theory and Practice of Teaching Public School Music.**

Three hours a week.

The constantly increasing importance of music in the public school curriculum has created a demand for well-equipped supervisors and

teachers of music. It is the object of this course to point out the true place and purpose of public school music and to consider the various good methods of teaching music to children in all grades of the public schools.

The first three months of the year are devoted to a comprehensive study of work for the primary grades. Among the problems considered are the structure of the organs used in singing, the proper care and control of the child voice, the rote song, the treatment of monotonous, ear training for recognition of pitch, the process of going from rote to note singing, writing from dictation, and work in rhythm.

During January and February the work for intermediate grades is considered, including original melody writing, part singing, time difficulties, definite knowledge of key signatures, the introduction of chromatic tones.

The two following months are devoted to the work of grammar grades and High School,--the care of the changing voices of boys, the minor mode, part singing and rhythmic problems of greater difficulty.

The remainder of the year is spent on matters of general interest and importance connected with the work of the supervisor, such as conducting a chorus, preparation of schedules, model programs for special days, relations with the grade teachers.

The student is required to teach each problem before the class, under supervision of the instructor. Frequent visits to music classes of the public schools are also required, and after each visit a paper is written on the work observed.

A special study is made of the system of books in use in Louisiana, but the student is also made familiar with all other important books and materials bearing upon school music instruction. Special students who have not studied Psychology and Pedagogy are expected to do a prescribed amount of reading in these subjects.

Before entering this course the student should be familiar with the rudiments of music and be able to sing at sight. Courses 1 and 3 or their equivalents should, therefore, precede this course, but may, with the approval of the instructor, accompany it. The course is open to special students in 1911-12.

KNOTT

## PRACTICAL COURSES

These courses are open to men and women alike. Except in Ensemble and Recital Class (Courses 7 and 8), however, instruction will be given privately or in small classes of women or of men alone.



### 1. Piano.

No definite course of study is followed, but a careful selection of exercises and compositions is made according to the need of the individual student. The accompanying outline is therefore to be considered only as an indication of the technical proficiency and ability in interpretation at various stages of the pianist's development. The term "grade" used in the outline does not necessarily mean one year's work, since the time required for the completion of a grade depends entirely upon the individual student. In each grade, technical accuracy and velocity are not the chief requisites; the greatest stress is laid upon acquiring a musical tone and intelligent interpretation.

*First Grade.* Position of the hands. Major scales, chords, arpeggios, etc. Biehl's Elements of Piano Playing. Pascal's Keyboard Exercises. Duvernoy's Elementary Studies, Op. 176, and Little School of Velocity. Jessie Gaynor's First Pedal Studies. Piano methods by Lambert, Wagner, and Sartorio. Simple compositions by Gurlitt, Op. 130, Lichner, Reinecke, Op. 107, Book I, Crosby-Adams, etc.

*Second Grade.* Special exercises for the development of the hands and fingers. Major and minor scales, chords, arpeggios. Memorizing. Biehl's Elements of Piano Playing, continued. Pascal's Keyboard Exercises, continued. Czerny's Exercises, Op. 636. Duvernoy's School of Mechanism. Sederberg's Scales and Arpeggios. Krause's Studies in Measure and Rhythm. Gurlitt, Op. 51, Loeschorn, Op. 82, Bertini, Op. 29, and Behrens, Op. 79. Schumann's Album for the Young. Gurlitt's Noveletten. Sonatinas and easy variations by Beethoven and Schumann. Selections such as Heller's "A Curious Story", Heins's "Sweet Violet", and Merkel's "Spring Song".

*Third Grade.* Left hand studies. Special exercises in trills, chords, and stretches. Scales in thirds, sixths, and tenths. Czerny's School of Velocity, Op. 299. Loeschorn's Studies, Op. 67, Book I. Hofmann's Twenty-Eight Left Hand Studies. Evans's Octave Studies. Easy sonatas by Mozart and Haydn. Bach's Little Preludes and Fugues. Selections from various composers, e. g., Beethoven's Rondo in C, Haydn's Gipsy Rondo, Scharwenka's Barcarolle, Saint-Saëns's Romance, Concione's Witches' Dance, and compositions of similar difficulty by Grieg, Schütt, etc.

*Fourth Grade.* Arpeggios in the various kinds of sevenths and their inversions. Selected studies by Heller. Krause's Trill Studies. Kullak's Octave School. Czerny's Art of Finger Dexterity. Sonatas



by Beethoven and selections from Schumann, Chopin, Schubert, Raff, Moszkowski, Chaminade, Godard, Paderewski, etc.

*Fifth Grade.* Arpeggios in contrary motion. Cramer's Studies (ed. Bülow). Jensen's Six Selected Studies (Edition Peters). Moscheles's Studies, Op. 70. Bach's Two and Three-Part Inventions (analyzed by Busoni). More advanced compositions by standard composers.

*Sixth Grade.* Chromatic scales (two hands) in minor and major thirds and sixths. Scales in double octaves. Trills in double thirds, major and minor. Dispersed chords in (a) triads, (b) dominant and diminished sevenths, (c) other kinds of sevenths. Clementi's *Gradus ad Parnassum*, Nos. 16, 17, 1, 3, 24, 12, 34, 5, 31, 32, 47, 50, 36, 28, 35. Bach's *Well-Tempered Clavichord*, Vol. I. (revised by Busoni). Selections from Chopin's Studies, Op. 10. Difficult compositions by Beethoven, Schumann, Chopin, Liszt, Sgambati, Grieg, Paderewski, Leschetizky, Saint-Saëns, Debussy, and of the old masters, Scarlatti, Leo, etc.

*Seventh Grade.* Arpeggios on triads and sevenths starting at various intervals. Clementi's *Gradus ad Parnassum*, Nos. 21, 22, 27, 15, 48, 7, 44, 83, 85, 87, 88, 78, 65, 66, 96, 99. Bach's *Well-Tempered Clavichord*, Vol. II. Virtuoso selections, including one or two concertos.

*Advanced Grades.* Scales in double thirds. Parallel chromatic scales in double major and minor thirds. Scales in major and minor sixths, each hand. Dispersed chords (arpeggio form) in contrary motion. Double note arpeggios, each hand. Double trills. Fugues by Bach-Liszt and Bach-Tausig. Sgambati's Preludes and Fugues in E-flat minor. Chopin's Studies, Op. 25. Concertos and other great works.

FERRATA, REED, WEDDELL

## 2. Voice.

In general the instruction aims to follow the old Italian "bel canto" school of singing, but good features of other schools are also introduced. The student is required to obtain a strong technical foundation, breath control, a well-placed tone, pure intonation and attack, etc., before songs are taken up. In the preparatory work such exercises as those of Sieber, Marchesi, Concone, and Vaccai are used. The ability of the pupil determines the time when the study of songs begins. Songs and arias by great song and opera composers are selected according to the voice and temperament of the student, standard renderings are shown, and then the pupil is encouraged to work out

her own interpretation. The student is required to memorize all songs studied.

MAXWELL, KNOTT

### 3. Violin.

After preparatory exercises, studies by Kaiser, Mazas, Kreutzer, Fiorillo, Rode, Gaviniès, and others are introduced. In general the Sevcik method as taught at the Conservatory of Prague, Bohemia, is used. This method is followed by Kubelik, Korian, and other masters of the violin.

SALOMON

### 4. Organ.

To begin the study of organ an elementary knowledge of piano-playing is required. Special students of the Organ are also advised to follow a course in Harmony in connection with the work on the instrument.

The following outline shows briefly the plan of the course:

*Elementary.* Manual-touch. Pedal-playing. Elementary registration. C. H. Strube's Practical Organ School. Percy C. Buck's Organ School.

*Intermediate.* Registration. Hymn-playing. Selections from Kothe's Handbook for Organist's. Rink's Organ School, Vol. II and III. Selections from Bach's Preludes and Fugues. Trios of Piel and Rheinberger.

*Advanced.* Principles of organ construction. Exercises in modulation, transposition, and improvisation. Choir-training and accompaniment. Vocal score-reading. Difficult compositions by J. S. Bach and selections from Mendelssohn, Rheinberger, Schumann and Liszt.

*Optional*—Plainsong accompaniment.

DRUEDING

### 5. Violoncello.

First principles, bowings, etc. Methods by Lee and Quarenghi. Studies by Dotzauer, Merk, and Grutzmacher. Concertos and fantasies by Romberg, Goltermann, Dunckler, Servais, etc.

FAGET

### 6. Wind Instruments.

Instruction is offered in the wind instruments used in symphony orchestras. In connection with these courses training in orchestral routine is given and practice in orchestral ensemble required.

(Instructors to be appointed)

### 7. Ensemble.

Students in all departments of practical music are required to join the classes in Ensemble when technically capable. The classes take up many varieties of work for different combinations of instruments and voices. Students of piano are given practice in the accompaniment of voices and other instruments as well as in four and eight-hand

playing. Students of voice are trained in duets, trios, and quartets, in addition to chorus practice in College organizations. Students of stringed and wind instruments are instructed in chamber music and orchestral routine.

An opportunity is offered to sufficiently advanced students of orchestral instruments, who are not under the private instruction of teachers connected with the School of Music, to join these classes for practice in ensemble-playing and orchestral routine. Such special students of Ensemble will be charged a small fee (*see page 48*). The classes are free to other students of the School of Music.

#### **8. Recital Class.**

Weekly recitals of not over one hour's duration are given by members of the faculty, advanced students of the School, and other musicians. The programs are chosen carefully and the numbers are prefaced by short explanatory remarks concerning the character of the compositions, the life of the composers, etc. The aim of these recitals is to enable the students to hear a great deal of good music, to become familiar with famous composers and their works and to learn the principles underlying the great compositions. All students of the School of Music are required to attend these recitals and to keep note-books containing the programs and explanations, supplemented by personal criticism. These note-books must be held ready for inspection by the Director whenever called for.

Admission to the recitals is free to students of the School of Music upon presentation of the membership card. Five tickets of admission are issued free to each participant in the program upon application to the Director. Other persons desiring to attend the recitals are required to pay a small fee (*see page 48*).

#### **9. Observation of Classes in Public Schools.**

The regular students in the first year of the Public School Music Course are required to spend at least one hour each week in the public schools observing actual class-room work in music. A theme describing the school visited and the work observed must be passed to the instructor for comment and criticism.

KNOTT

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### **ACADEMIC COURSES REQUIRED OF REGULAR STUDENTS**

Women students in regular courses are required to take the following courses in the School of Arts and Sciences, Newcomb College: English, 1, 2; French, 1, 2, 3, or German, 1, 2; Psychology and Philosophy; and (for regular students in the Public School Music Course

and students desiring to be teachers) General and Child Psychology. (*For description of courses, see announcement of the School of Arts and Sciences, Newcomb College*).

Men students in regular courses are required to take the following courses in the College of Arts and Sciences, Tulane University: English, 1, 2, 4, 5; French, 1, 2, or German, 1, 2; Philosophy, 1, 4. (*For description of courses see announcement of College of Arts and Sciences, Tulane University*).

### SYSTEM OF INSTRUCTION

Instruction in the theoretical, historical, and academic courses is given entirely in classes by means of lectures and recitations. By special arrangement a student unable or not wishing to attend the regular classes at the schedule hours may have private lessons in the theoretical courses. The fees and hours for private lessons may be learned upon application to the Director.

Instruction in practical music is individual.

Whenever, in the opinion of the instructor, it is advisable, three students may be assigned the same lesson hour, each receiving twenty minutes of individual instruction and the remainder of the hour listening to the playing of the other pupils and to the teacher's comments. The object of this system of instruction is to gain the advantages of the class, in which the student obtains a broader viewpoint, stimulus to work, and confidence; and at the same time to retain the advantages of individual instruction by allowing the teacher to watch the individual needs of the pupil for a period little shorter than a private lesson.

Classes of two or three for half-hour lessons are also formed for the benefit of those who cannot pay the regular fee for individual instruction (*see page 47*).

Classes in Practical Music containing both men and women students (except in Ensemble and Recital Class) are never formed.

### PRACTICE

Practice rooms with pianos are provided in the music building and, except when special arrangements are made, all students are required to practice regularly in these rooms under the direction of the Supervisor of Practice.

Regular practice hours are assigned to each student, and she is re-

quired to report to the Supervisor of Practice at the beginning and end of each period. If any deficiency is found in an instrument it must be reported at once to the Supervisor. Otherwise the student using the instrument immediately before the discovery of the deficiency will be held responsible.

The college organ is available for practice by students of the organ.

### CONCERTS, RECITALS, AND LECTURES

Public concerts and recitals are given at frequent intervals by visiting artists, members of the faculty, and advanced students. Lectures by authorities on musical topics are also arranged for the benefit of music students. These concerts, recitals, and lectures, are under the auspices of the School of Music and admission is free to students having accredited membership cards.

During the present year (1910-11) a series of twenty-six recitals, several public concerts, and a few lectures will be given.

For program of recitals up to date of publication (March, 1911) see page 20.

Students have also had the opportunity to use the Newcomb School of Music box at the French Opera on regular subscription nights, Tuesday, Thursday and Saturday, securing the seats at a reduced price. During the present season (1910-11) students have been enabled to hear the following operas: Meyerbeer's "Les Huguenots," Massenet's "Manon," Gounod's "Faust," Saint-Saëns's "Samson et Dalila," Gounod's "Mireille," Bizet's "Carmen," Verdi's "Rigoletto," Verdi's "La Traviata," and "Il Trovatore," Massenet's "Thais," Reyer's "Sigurd," Massenet's "Herodiade," Puccini's "La Bohème," and "Pagliacci," Bruneau's "L'Attaque du Moulin," Donizetti's "La Fille du Régiment," and Leroux's "Le Chemineau."

Groups of students have attended various concerts in the city, often securing seats at reduced prices.

### PHYSICAL TRAINING

A student in the School of Music registered in at least two courses may enter the classes in Physical education free of charge. (*For description of the work in Physical Training see page 76.* )



**CONSERVATORY ADVANTAGES**

Private instruction with the advantages of class stimulus.

Weekly recitals with free admission and the opportunity to hear and understand the best music.

Frequent opportunity for public performance when sufficiently advanced.

Free admission to concerts, recitals, and lectures under the auspices of the School of Music.

Reduced rates of admission to many concerts in New Orleans.

Practice in ensemble playing and singing of all kinds.

Participation in college organizations and activities.

Superior instructors of the best American and European training and experience.

Musical atmosphere with the stimulus of friendly competition.





School of Education



## FACULTY

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BRANT VAN BLARCOM DIXON, A. M., LL. D.  
PRESIDENT OF COLLEGE AND PROFESSOR OF PHILOSOPHY

MARGARET ELSIE CROSS, A. M.  
ASSISTANT PROFESSOR OF EDUCATION

ELLSWORTH WOODWARD  
PROFESSOR OF DRAWING AND PAINTING, LECTURER ON  
HISTORY OF ART, DIRECTOR OF ART INSTRUCTION

CLARA GREGORY BAER  
PROFESSOR OF PHYSICAL EDUCATION

JAMES ADAIR LYON, JR., A. M.  
PROFESSOR OF PHYSICS

PIERCE BUTLER, Ph. D.  
PROFESSOR OF ENGLISH

ANN HERO, A. M.  
PROFESSOR OF CHEMISTRY

ALICE MCGLOIN ANDERSON, A. M.  
ASSISTANT PROFESSOR OF BIOLOGY

JOHN ANGUS CAMPBELL MASON, A. M.  
ASSISTANT PROFESSOR OF HISTORY

LEON RYDER MAXWELL, A. M.  
PROFESSOR OF VOICE AND COMPOSITION

LILLIAN MILDRED KNOTT  
INSTRUCTOR IN PUBLIC SCHOOL MUSIC

MARGARET HEWETT LEONARD  
INSTRUCTOR IN KINDERGARTEN EDUCATION

ELIZABETH HELM WOODS  
AFFILIATED INSTRUCTOR

CORINNE FONDE  
AFFILIATED INSTRUCTOR

The Newcomb School of Education represents the under-graduate courses offered for women in the Teachers' College of Tulane University.

The purpose of this school is to provide professional training for students who desire to teach.

It affords to young women opportunity for specialization in the work of education, including preparation for teaching in kindergartens, elementary and high schools, instructorship in normal schools and colleges, supervision of special academic branches, physical education, music, and household economy.

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### **REQUIREMENTS FOR ADMISSION**

For requirements for admission as regular students see page 23.

For requirements for admission as special students see page 34.

## COURSE OF STUDY

By careful correlation of the work in the various schools and departments of Newcomb College, the School of Education provides a complete and thorough course of study covering a period of four years. The completion of this course leads to the degree of Bachelor of Education.

Upon the satisfactory completion of two years of this course, certificates to teach in the Kindergarten, Primary and Grammar Grades Physical Education, Music, and Household Economy are given.

The course is outlined as follows:

<b>FRESHMAN YEAR</b>		HOURS
English.....	4	
General and Child Psychology.....	3	
Science: Biology.....	3	
Art: Design and Color.....	2	
Elective.....	6	
	<hr/>	18

Electives for students taking a general educational course

Freshman year..... 6 hours

Students may elect one course in any department. Where a language is elected, it must be continued through the Sophomore year. All elective courses are subject to the approval of the Committee on Courses. of Study. Two hours a week in each year will be given to Physical Education.

<b>SOPHOMORE YEAR</b>		HOURS
English—theses on special subjects		
History of Education.....	3	
School Hygiene.....	1	
Principles and Practice.....	3	
Art: Design and Public School Art.....	2	
Music.....	2	
Elective.....	6	
	<hr/>	17

Sophomore year..... 6 hours

Elementary Education.....

Special Educational Subjects:

(1) The Story and Story Telling..... 1 “

(2) Plays and Games.... 1 “

(3) Special Method..... 1 “

..... 3 “

For electives begun in Freshman year..... 3 “

..... 6 “

Two hours a week in each year will be given to Physical Education.



A certificate to teach in the Kindergarten, Primary and Grammar Grades, Music, Household Economy, and Physical Education given here.

**JUNIOR YEAR**

English .....	3	Current problems in elementary teaching .....	
History .....	3	Current problems in secondary teaching .....	
Science, Mathematics, or a Modern Language .....	3	Educational classics .....	
Elective .....	6		
	15		

**SENIOR YEAR**

Psychology and Philosophy....	3	Comparative Study of School Systems.....	
Principles of Education.....	3	Philosophy of Education	
Observation and Practice.....	3		
Elective .....	6		
	15		

# **COURSES OF INSTRUCTION**

## **GENERAL EDUCATIONAL SUBJECTS**

ASSISTANT PROFESSOR CROSS

### **1.\* Introductory Psychology.**

Three hours a week. First term. Required in Freshman year.

A survey of the processes, laws and conditions of mental life including a study of the structure and function of the central nervous system and the various phases of intellect, feeling and will. The course deals with elementary principles rather than with technical details.

### **2.\*\* Child Psychology.**

Three hours a week. Second term. Required in Freshman year.

The physical and mental development of children; a study of the theories of child nature, and of facts as far as they have been scientifically determined; the application of these facts to the teaching process.

### **3. History of Education.**

Three hours a week. Required in Sophomore year.

A general survey of educational development in its relation to other aspects of the history of human progress.

It considers the ideals, theories, means and methods of Pre-Christian education, the education of the early Christian centuries, the development of the different types of schools in the Middle Ages, the rise of universities, the humanistic schools of the Renaissance, public school systems and great educational reformers. The connection of schools with other social institutions is kept prominent.

Lectures, assigned readings, discussions and reports,

### **4. Principles and Practice.**

Three hours a week. Required in Sophomore year.

The fundamental principles of education, studied in the light of modern, scientific thought; the problem of method, the recitation, course of study and school management. The first half of the course is devoted to the development and formulation of educational principles. The second half consists mainly of the application of these principles by means of observation, lesson plans and practice.

**5. Special Educational Subjects.**

The three special subjects below described as A. B. C. are equivalent to one three-hour course throughout the year.

**A. The Story and Story Material.**

One hour a week. Elective in Sophomore year.

A bibliography of sources of story material; a critical study of fairy tale, myth, fable, epic, and romance with special reference to their educational value and types essential to the varying instinctive interests of children; practice in story telling.

**B. Plays and Games.**

One hour a week. Elective in Sophomore year.

The nature and function of play and games; theories of play; the relation of play to the other activities of child-life; the construction of the game in harmony with children's interests; the play ground movement.

**C. Special Method.**

One hour a week. Elective in Sophomore year.

Designed for study of special method of teaching the various subjects of the elementary grades.

**6.\* Current Problems in Elementary Teaching.**

Three hours a week. First term. Elective in Junior year.

Lectures, discussions, readings and reports, involving the consideration of some current problems in Elementary education.

**7.\* Current Problems in Secondary Teaching.**

Three hours a week. First term. Elective in Junior year.

A theoretical and practical study of some current problems in connection with high school teaching. Conducted by lectures, discussions, readings, reports and observations.

**8.\*\* Educational Classics.**

Three hours a week. Second term. Elective in Junior year.

A study of selected educational classics combined with a detailed study of the corresponding period in educational history.

**9.\* General Psychology.**

Three hours a week. First term. Required in Senior year.

An outline of the more important facts and theories concerning the human mind; the relation of the problems of modern psychology to certain of the other sciences, the arts and education.

**10.\*\* Ancient and Modern Philosophy.**

Three hours a week. Second term. Required in Senior year.

Lectures with readings from selected sources.

**11.\* Comparative Study of School Systems.**

Three hours a week. First term. Elective in Senior year.

The examination of school systems and courses of study of Germany, France, England and the United States. A study also of the influence of political, economic, social and religious conditions in these countries over secondary education. This course aims to give to prospective high school teachers and principals such information as will aid them in the study of local conditions and the adjustment of courses of study to the varying environment.

**12.\*\* Philosophy of Education.**

Three hours a week. Second term. Elective for Seniors.

A study of the conscious effort toward human development in its relation to the life process.

**13. School Hygiene.**

One hour a week. Required in Sophomore year.

A course dealing with school sanitation and hygiene; the hygienic care of pupils; signs of health and disease in the appearance and activities of children; abnormal conditions of children; prevention of the spread of communicable disease, healthful postures and the adaptation of plays and games to the physical needs of children.

In addition to the above described professional courses the following subjects are required as a part of the regular curriculum.

**BIOLOGY****6. Biology.**

Three hours a week. Required in Freshman year.

Elementary course.

This course presupposes a high school course in Chemistry.

ANDERSON

**ART**

PROFESSOR ELLSWORTH WOODWARD

**1. Design and Public School Art.**

Two periods a week. Required in Freshman and Sophomore years.

Drawing from symmetrical objects and from plaster casts for development of the form appreciation and tone values.

Elementary water color from plants and flowers for the study and use of color, together with arrangement in spaces.

Elementary design, defining the use of natural forms in pattern and giving practice in their application to practical usage.

## MUSIC

PROFESSOR MAXWELL

MISS KNOTT

### 1. Elements of Theory.

One hour a week.

Introductory course; simple acoustics, notation, scales, signatures, meter, accent, rhythm, marks of expression, intervals, triads, etc.

This course or its equivalent must precede all other courses in composition. It should be taken in connection with Course 3.

Text-book: W. H. Cummings, *Rudiments of Music*. KNOTT

### 3. Sight-Singing and Ear-Training.

Two hours a week.

The ability to sing at sight is recognized as necessary for the musical training of the instrumentalist as well as for the vocalist. The student is led by numerous graded exercises from the simplest diatonic intervals to the most difficult with practice in part-singing and in all varieties of time and rhythm. In connection with this practice the ear is trained to recognize intervals and the student is enabled to write melodies from dictation.

KNOTT

### 7. General History of Music.

Two hours a week.

The history of music is traced from the earliest records to modern times with special emphasis upon the period from Palestrina to the death of Beethoven. The lectures and recitations are illustrated by musical works of the period under consideration. The illustrations are given by the instructor, the student, or by means of a mechanical instrument. A large amount of outside reading and frequent themes are required. There is no prerequisite for this course.

Text-books: Hamilton, *Outlines of Music History*; Dickinson, *Study of the History of Music*.

MAXWELL

### 8. Appreciation of Music.

One hour a week.

The aim of this course is to develop intelligent listeners. By means of lectures with musical illustrations, outside reading, written and oral criticisms, and practice with a mechanical instrument, the student is made familiar with important works of musical literature and the principles underlying them. So far as possible the course is made practical by the analysis of works performed in local concerts. It is advisable that this course be taken in connection with Course 7. There is no prerequisite, but the student must be able to distinguish between different melodies and it is desirable that she have the ability to follow printed music.

MAXWELL

## HISTORY

PROFESSOR MASON

### **2.\* Europe in the Seventeenth and Eighteenth Centuries.**

Three hours a week. First term. Elective in Junior and Senior years.

A survey of political development from the close of the Wars of Religion to the death of Frederic the Great. The course aims to explain. (1) How Monarchical absolutism revived in Europe upon the ruins of the wars of religion. (2) How this revival was conditioned by the decline of nascent popular institutions, and the rise of highly centralised administrative bureaucracies. (3) How as a result of this movement, justifiable mediaeval political and social exemptions were converted into abominable modern privileges. (4) How international policy was shaped and diplomacy directed to the end of subserving the interests of rival dynasties. (5) How such rivalry resulted in protracted wars intended to secure such territorial adjustments as would best guarantee a "balance of power". (6) How amidst such dynastic rivalry there emerged the states-system of modern Europe including the problem of the Balkan peninsula and the future of European Turkey. (7) How such rivalry operated as a stimulus to commercial and colonial expansion with significant results for Europe, Asia and America.

### **3.\*\* The Political Development of Contemporary Europe.**

Three hours a week. Second Term. Elective in Junior and Senior years.

A survey of the political history of Continental Europe from the beginning of the French Revolution to the present time. Among the topics considered are; the fall of Monarchy in France, and the establishment of the First Republic; the Monarchical reaction throughout Europe, and its struggle with the French Republic; the career of Napoleon and the failure of his Empire; the Congress of Vienna and the policy of the Holy Alliance; the achievement of national unity particularly in Italy and Germany; the rise of the Balkan states; the international history of Europe since 1815 with special reference to the German hegemony, and the problem of European Turkey.

### **16. Historical Method and the Teaching of History.**

One hour a week.

A course preparatory to the teaching of history and to historical research. It will discuss what history is, what it is for, what are its materials, and its methods, what its relations to neighbor studies,



how to read history, how to study it, how to teach it, how to write it. The class will be co-operative, and will be open only to those ripe for its work and willing to take an active part.

### **ENGLISH**

Four hours a week. Required in Freshman year.

Such English courses may be elected as are best adapted to the needs of the student.

### **GENERAL COURSE IN PHYSICAL EDUCATION AND HYGIENE.**

PROFESSOR BAER

INSTRUCTOR RICHARDSON

Required of all students in the School of Education.

(Advanced students specializing in Normal Physical Education assist in this course).

Two hours, each week, are required of all students in the School of Education. This course includes, besides the practical work of the gymnasium, a course of special lectures in Hygiene, First Aid, Voice Culture, and general theories.

NOTE: For detailed description of this course, see outline given in the School of Arts and Sciences.

### **SPECIAL COURSE IN PHYSICAL EDUCATION AND HYGIENE.**

For students specializing in Normal Physical Education, the following technical and normal course, is offered.

The purpose is to prepare teachers of this subject.

A Normal Course of two years and a Normal Course of four years are offered. It is one of the electives in the School of Education.

College girls may take any part of the course as an extra.

#### **Theory and Practice**

#### **Freshman Year**

##### **1. Special Kinesiology.**

Four hours a week.

Recitations, demonstrations.

Study and practice of the Day's Order of the Swedish System of Gymnastics; special progression, study of the nomenclature, with prac-

tice in the use of Words of Commands. Discussion of the classification, the form, and the faults, of each exercise. Examinations.

Text-book: *Hand Book of School Gymnastics*, Posse.

## **2. Physical Examination and Histories.**

Four hours a week.

Formation of the gymnastic classes.

Principles and tactics of marching; the development of the free-standing exercises; elementary apparatus work; games; introduction of basket ball.

## **3. Expression.**

Two hours a week.

Principles of Delsarte; Rush's Philosophy of Expression.

Elements of Vocal Expression; practice in reading; Qualities of Voice, with practical illustrations; Examinations.

Text-book: *Practical Elocution*, by Fulton & Trueblood.

## **4. Anatomy.**

Two hours a week.

Recitations, illustrations.

Study of the osseous, articular, muscular, circulatory and nervous systems; Visceral anatomy. Examinations.

Text-book: *Quiz—Compend, Anatomy*, Dr. Potter.

# **Sophomore Year**

## **1. Physiology.**

Four hours a week.

Recitations, demonstrations.

Cells; animal heat, muscular and general kinetic energy; the circulation; respiration; foods; digestion; assimilation; nutrition; secretions; excretions; function of the nervous system. Examinations.

Text-books: Burbaker's, *Quiz—Compend, Physiology*.

## **2. Practical Gymnastics—Measurements.**

Four hours a week.

Progressive Swedish Gymnastics, both free-standing and upon the apparatus; marching, running and fancy steps; games, both in the gymnasium and on the field.

## **3. Special Kinesiology.**

Four hours a week.

Pedagogical and corrective gymnastics.

Recitations, demonstrations, in theory and practice.

The scientific principles of the Swedish system; including the physiological and psychological effects of exercise; formation of the gymnastic; Day's order with practice in its application. Examinations.

Text-book: *The Special Kinesiology of Educational Gymnastics*, by Baron Posse.

**4. Hygiene.**

One hour a week.

**Junior Year**

**1. Kinetic Anatomy.**

Two hours a week.

Notes; recitations; collateral reading.

The development of the relationship of the osseous, articular, muscular, circulatory, respiratory and nervous systems to gymnastics. Pelvic and general visceral anatomy in relation to posture and to pathology. Examinations.

**2. General Kinesiology.**

Two hours a week.

Notes, Recitations, Text-book.

The underlying principles of all systems of gymnastics; base; leverage; the force pumps; tenacity; contractility; elasticity; general progression; general motor neurition.

**3. Practical Gymnastics.**

Four hours a week.

Special attention to form and co-ordination in the free-standing and general apparatus work; dances; individual exercises, as necessary; corrective gymnastics; basket ball.

**4. Expression.**

Three hours a week.

Recitations, practical illustrations.

Application of principles; reading, poetry and prose. Examinations.

Practice in teaching.

Text-book.

**5. General and Personal Hygiene.**

One hour per week.

Notes; recitations; demonstrations.

A study of the laws underlying healthful living. Principles and practical suggestions. Examinations.

Text-book. *A Manual of Personal Hygiene*, by W. L. Pyle, M. D.

**Senior Year**

**1. Special Physiology.**

Two hours per week.

Recitations. Text-book. Original work.

The special senses; Physiology and exercise.

General functional activities as related to gymnastics. Examinations.

## **2. Medical Gymnastics.**

Four hours per week.

Recitations. Demonstrations. Practice.

The therapeutic application of movements; pathological basis of exercise; passive, active and resistive movements; General and special massage.

Swedish exercises in specific cases with prescriptions of exercise. Examinations in theory and practice.

Text-book: *Medical Gymnastics*, by Baron Posse.

## **2. Practical Gymnastics.**

Four hours.

Fencing; Practice in teaching; supervision of games. Educational and Aesthetic gymnastics. Jumping and vaulting; dances; advanced apparatus work. Basket ball. Schedule of games.

## **3. Anthropometry and Physical Diagnosis.**

One hour.

Lectures and practical demonstrations.

Sketch of anthropometry, its use and limitations in the gymnasium; heart sounds; lung tests; practice in use of measuring apparatus; tape measure; spirometer; caliper; stethoscope; percussor. Tabulation of measurements.

## **5. Constructive Gymnastics.**

One hour.

Plans for group of lessons under various conditions; e. g., the school room and the gymnasium. Plans and specifications for constructing a gymnasium, and general outfit; collateral reading.

Conditions in other cities, schools and colleges.

*Thesis:* Some aspect of Physical Education or Hygiene.

# **KINDERGARTEN TRAINING**

INSTRUCTOR LEONARD

MISS FONDÉ

MISS WOODS

In the Kindergarten department, owing to the practice work required, arrangement of studies is made somewhat different from that followed in other departments.

More time is given to special kindergarten subjects, the regular course in Science is omitted, while the courses in Psychology and

English run through the first term of the Freshman year and the second term of the Sophomore year.

The students will receive their practical training in the free kindergartens of the city which are situated in thickly populated districts, in the midst of people whose lives are restricted by many limitations, whose time is chiefly taken up in the struggle to meet the necessities of daily existence. The kindergarten student has the opportunity of taking part in a work which, beginning with the little children, through the Mother's Meetings, and the clubs for older boys and girls, reaches out to the whole family, affects the home life, and to some extent the neighborhood. Thus while she is fitting herself to become a professional kindergartner, she is receiving a valuable preparation for work of a somewhat different nature.

### **SPECIAL COURSES**

#### **Freshman Year**

##### **1. Kindergarten Technics.**

Two hours a week.

A critical investigation of the gifts and occupation of the kindergarten, with practice in their use. A study of the theories upon which they were planned and of the play interests of the child which they should meet. Consideration of other materials with which they may be supplemented.

LEONARD

##### **2.\* Hand Work.**

Three hours a week. First term.

Including kindergarten occupations, old and new, and a simple course in wood and metal work.

LEONARD, WOODS

##### **3.\* Songs, Games, and Rhythms.**

Two hours a week. First term.

This course is intended to familiarize the students with the music and games of the kindergarten, and their educational significance, and includes a study of Folk games and dances.

FONDÉ

##### **4.\* Method and Practice in the Kindergarten.**

Three hours daily in the Kindergarten. Class work two hours a week. Second term.

Observation of work in the Kindergarten, preparation of plans, teaching under supervision, analysis of work, criticism.

WOODS, FONDÉ

**Sophomore Year****5.\* Kindergarten Theory and Teaching.**

Class work two hours a week. First term.

A continuation of course 4. Teaching in kindergarten under supervision three hours daily. Preparation of plans of work, experience in taking charge of the kindergarten at stated times.

WOODS, FONDÉ

**6. Kindergarten Principles and Practice.**

Three hours a week.

This course includes a study of Froebel's philosophy of education and his principle of development through self-activity as given in the Education of Man, Pedagogics of the Kindergarten, and the Mother Play, in the light of theories of modern psychologists and students of education. Topics discussed: the three-fold development of the child; analogy between race and individual development; history and theories of play; origin of games, art, industrial and social institutions.

LEONARD

**7.\*\* Stories and Story-telling.**

Two hours a week. Second term.

A study of children's literature and the principles underlying the selection and presentation of stories. Practice in story-telling under criticism.

LEONARD

**8. Hygiene.**

One hour a week.

BAER





# School of Household Economy

Domestic Science

Domestic Art



## FACULTY

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BRANDT VAN BLARCOM DIXON, A. M., LL. D.  
PRESIDENT OF THE COLLEGE

HARRIET AMELIA BOYER  
INSTRUCTOR IN DOMESTIC SCIENCE

LILLIAN SHELLEY  
INSTRUCTOR IN DOMESTIC ART

ELLSWORTH WOODWARD  
DIRECTOR OF SCHOOL OF ART

ANN HERO, A. M.  
PROFESSOR OF CHEMISTRY

ALICE MCGLOIN ANDERSON, A. M.  
ASSISTANT PROFESSOR OF BIOLOGY

CLARA GREGORY BAER  
PROFESSOR OF PHYSICAL EDUCATION

CAROLINE FRANCIS RICHARDSON, A. M.  
INSTRUCTOR IN ENGLISH

MARGARET ELSIE CROSS, A. M.  
ASSISTANT PROFESSOR OF EDUCATION

LOTA LEE TROY  
INSTRUCTOR IN ART AND NORMAL METHODS

**REQUIREMENTS FOR ADMISSION**

For requirements for admission as regular students, see page 23.

For requirements for admission as special students, see page 34.

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**COURSE OF STUDY**

The purpose of the school is to furnish training in the subjects which pertain to home making; and to prepare teachers in these subjects.

A normal course of two years leading to a certificate, and a normal course of four years leading to a degree, are offered, under the School of Education.

Special classes for home makers in cookery and household management, and sewing, meet once a week.

A student in the School of Arts and Sciences may take any courses offered, as extras. No credits.

For tuition, see that for Schools of Education and Household Economy.

## **COURSES OF INSTRUCTION**

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### **DOMESTIC SCIENCE**

INSTRUCTOR BOYER

An opportunity is given in Junior and Senior years to specialize in domestic science or domestic art.

#### **1. Food Preparation I.**

Two hours a week. Required in Freshman year.

This course is designed to give a practical knowledge of plain cookery.

#### **2. Food Preparation II.**

Two hours a week. Required on Sophomore year.

The purpose of this course is to give practice in the more complex forms of cookery. It includes serving of meals, marketing, cost and dietary value of foods. One or more demonstration lessons will be given by each student.

#### **3. Food Preparation III.**

Two hours a week. Required in Junior year.

Experiments with food along strictly scientific lines.

#### **4. Food Composition.**

One hour a week. Required in Freshman year.

This course is designed to give a knowledge of the composition of food stuffs, and their manufacture and production. Lectures, readings and excursions.

#### **5. Household Management.**

One hour a week. Required in Sophomore year.

The planning of a house, the construction, the sanitation, and the furnishing and decorating of it will be considered in this course. Also, the general management of the home, the division of income, the family life.

#### **6. Theory and Practice of Teaching Domestic Science in Schools.**

Two hours a week. Required in Sophomore year.

The method of teaching domestic science in schools will be considered in this course; how to plan a course of study, and to fit it with a school curriculum; how to plan a laboratory equipment, and to practice the teaching of a number of lessons in cooking to a class of children.



### **7. Homemakers Class.**

One period a week.

The general problems of the home are taken up, including marketing, cost, cooking and serving of food. The construction and furnishing of the house, sanitation, and household management. Lectures in other classes are open to students in this class.

## **DOMESTIC ART**

INSTRUCTOR SHELLEY

The courses in Domestic Art provide instruction in all phases of sewing; beginning with sewing in its simplest form and leading to the making of garments, art needle work and millinery.

### **1. Elementary Clothing.**

Three periods a week. Required in Freshman year.

This course teaches the fundamental principles of hand and machine sewing; their application to undergarments, plain tailored waist and skirt and simple gown. It includes taking accurate measurements, use of patterns, choice and economical cutting of materials, fitting garments, comparison of cotton and linen fabrics for economical purposes. It aims to develop a taste for simplicity and beauty, to create an appreciation of hand work and a sympathy for the worker.

### **2.\* Dressmaking and Costume Design.**

Two periods a week. First term. Required in Sophomore year.

This course teaches the principles of design in dress, the adaption of line to the individual; simple construction lines in building a gown; color harmony; how to select colors for individuals; the principles of dressmaking, cutting, fitting, making and finishing lined gowns. Each student makes a simple gown of material suitable for informal wear. The development of individual and artistic dress is the aim of this course.

### **3.\*\* Millinery.**

Two periods a week. Second term. Required in Sophomore year.

This course includes the construction and trimming of hats beginning with the use of foundation materials, designing and drafting patterns and copying approved models. Special emphasis is laid upon individuality. Each student designs and makes complete one of each type of hat, buckram shape covered, straw hat on wire shape, net hat on wire shape and embroidery or lace hat on wire shape.

**4. Textiles.**

Two hours a week. Required in Sophomore year.

This course includes a study of the development of primitive peoples, their simple devices used to procure food, clothing and shelter; the beginning of industries; the origin of inventions; the culture of cotton, linen, wool and silk fibres; the processes involved in preparing them and spinning them into thread; their manufacture into cloth; a brief study of the machinery used, both early and modern types; a comparison of the different kinds of cloth for economic values; making simple tests for adulterations; making charts showing mounted specimens of various materials with a statement of their widths and prices of each.

**5.\* Advanced Dressmaking.**

Lectures, discussions and manual work.

Three hours a week. First term. Required in Junior year.

This course includes a thorough study of line and color in dress, the working out of original designs in pen and ink and in water color, a study of historic dress and origin of fashions, the adaptation of classic line to modern dress. There is crinoline modeling for artistic effects in line and color. Evening gowns are made in this course.

**6. Embroidery.**

This course aims to give the necessary stitches used in decorative art, and the application of these principles in the completed article. It considers the question of art in applied design.

**7. Theory of Teaching Domestic Art. Lectures and Practice Teaching.**

One hour a week. Required in Sophomore year.

This course considers the relation of Domestic Art to education, its relation to the curriculum, the method of teaching it in schools, the planning of lessons and courses of study, and problems of cost and equipment.

**CHEMISTRY**

PROFESSOR HERO

**5. General Chemistry.**

Three hours a week. Freshman. Required of all regular students.

Lectures, recitations, and individual laboratory work, designed to give a thorough knowledge of chemical principles and their application in the chemistry of daily life. Such subjects as Air, Water, Fertilizers, Food and its functions, etc., receive special attention as demanded by the interest of the student in Domestic Science.

**6. Advanced Chemistry.**

Three hours a week.

An elective course with special study of organic and physiological chemistry is offered students who have completed course 5.

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**BIOLOGY**

PROFESSOR ANDERSON

**7. Biology.**

Two hours a week. Sophomore. Required of all regular students.

The purpose of this course is to give a knowledge of Bacteriology and Histology—the first leading to sanitation, in food and the home, the second to an understanding of the growth, waste, repair and reproduction of cells in plants and animals.

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**ART**

MISS TROY

Four hours a week. Junior and Sophomore years.

Drawing from symmetrical objects and from plaster casts for development of form appreciation and tone values.

Elementary water color from plants and flowers for the study and use of color, together with arrangement in spaces.

Elementary design, defining the use of natural forms in pattern and giving practice in their application to practical usage.

# Student's Directory



## STUDENT'S DIRECTORY

A & S—School of Arts and Sciences.

A—School of Art.

E—School of Education.

M—School of Music.

### SENIOR CLASS

Bartlett, Gladys,	A.	6304 Patton
Bettison, Alix Reba,	A.	Beaumont, Tex.
Burbank, Helen Electa,	A. & S.	Waggaman, La.
Collier, Eleanor Margaret,	A.	Atlanta, Ga.
Daviss, Bessie Louise,	A.	Houston, Tex.
de Milt, Clara Marie,	A. & S.	1215 St. Mary
Eldredge, Elizabeth Brenholt,	A. & S.	4212 S. Franklin
Friend, Lillian Frances,	A. & S.	1139 Jackson
Grigsby, Hattie Lee Bettison,	A. & S.	1224 St. Charles
Heller, Cecile Mathilde,	A.	1828 Marengo
Hinton, Irene,	A. & S.	1407 First
Hoffman, Lynette Marie,	A.	1113 Marengo
Jacobs, Abbie Roos,	A. & S.	5504 St. Charles
Janvier, Carmelite,	A. & S.	1445 Webster
Jordan, Marie Louise,	A.	1212 Josephine
Kerwin, Florence Rita,	A. & S.	Houma, La.
Lea, Grace,	A. & S.	3430 Coliseum
MacMahon, Julia Louise Marie,	A. & S.	New Iberia, La.
Orr, Lillian Milner,	A.	Birmingham, Ala.
Payne, Mary Taylor,	A.	1649 Palmer
Rainey, Catherine,	A. & S.	2705 Prytania
Raymond, Frances Sprigg,	A. & S.	1444 State
Reily, Mary Gustavus,	A. & S.	Collinston, La.
Scudder, Alice Raymond,	A. & S.	1408 First
Sheen, Anna Evelyn,	A.	618 Piety
Swartz, Augusta Francis Madison,	A. & S.	Burton, La.
Thomas, Mary Reeder,	A. & S.	Pineville, La.
Tiblier, Aimee Marie,	A. & S.	5902 Hurst
Urquhart, Elise Rolsalys,	A. & S.	343 Broadway



West, Laura Boddie,	A. & S.	Norwood, La.
Wolbrette, Louise,	A. & S.	2323 Magazine
Wood, Clara Mae,	A. & S.	1515 Dufossat

## JUNIOR CLASS

Alexander, Miriam Caperton,	A. & S.	2328 Coliseum
Barkdull, Ethel,	A. & S.	3027 DeSoto
Beauregard, Alice Toutant,	A.	2512 Chestnut
Brogan, Lillian Hardie,	A.	2532 Chestnut
Collins, Agnes Gertrude,	E.	505 Elmira
Everett, Emma Agnes,	A. & S.	2331 St. Claude
Gauche, Gladys,	A. & S.	4802 St. Charles
Godchaux, Juliette,	A. & S.	1237 Jackson
Hinrichs, Amy Henrietta,	A. & S.	7336 Irma
Janvier, Josephine,	A. & S.	1445 Webster
Kahn, Evelyn,	A. & S.	6126 St. Charles
Kennard, Lilia Jaqueline,	A. & S.	1621 Second
Koch, Julie Frotscher,	A. & S.	2627 Coliseum
Lisso, Rita,	A. & S.	Alexandria, La.
Marks, Janey,	A. & S.	5516 Pitt
McFetridge, Elizabeth May,	A. & S.	4810 St. Charles
Metz, Amalie Marx,	A. & S.	9 Rosa Park
Morrisette, Mary Elizabeth,	A.	Newbern, Ala.
Nelson, Louise Adela,	A. & S.	1926 N. Claiborne
Neil, Flora Stewart,	A.	Gallion, Ala.
Odom, Sallie Lee,	A.	Baton Rouge, La.
Olroyd, Florence,	E.	516 Pelican
Palfrey, Gertrude,	A. & S.	2330 Camp
Perkins, Cora,	E.	1114 Milan
Renshaw, Dagmar Adelaide,	A.	1107 Dauphine
Rosborough, Evelyn,	A. & S.	Senatobia, Miss.
Weil, Fanny,	A. & S.	Corpus Christi, Tex.

## SOPHOMORE CLASS

Aiken, Edith,	E.	2427 Camp
Bayersdorffer, Marguerite E.,	E.	Shreveport, La.
Brakenridge, Lucile Helen,	A. & S.	Hammond, La.
Brierre, Olga,	A. & S.	1024 Jackson
Brown, Constance,	A. & S.	2402 Calhoun
Chauvin, Helen Hamilton,	E.	Alexandria, La.
Culver, Mrs. Christian S.,	A.	St. Louis, Mo.
Davey, Margaret Rosalie,	A.	845 Magazine

Dequede, Juanita Pauline,	A. & S.	1337 Coliseum
Dillard, Lucy Tabb,	E.	571 Audubon
Dinkel, Irene Almeda,	A. & S.	1300 Felicity
Dunn, Helen Roberts,	A. & S.	Lake Providence, La.
Dupre, Betsy,	A. & S.	Opelousas, La.
Favrot, Carmen Freret,	A.	2014 Richmond Place
Fleming, Lelia Alabama,	E.	Tallulah, La.
Frye, Beatrice,	A. & S.	5232 Coliseum
Glenn, Elizabeth Wilson,	A.	Tyler, Tex.
Goldstein, Elise Roos,	A. & S.	4626 St. Charles
Harding, Marguerite Rose,	E.	5208 Magazine
Hebert, Dorothy,	A. & S.	1201 Peters
Hereford, Corinne Fuselier,	A. & S.	907 Arabella
Hill, La Reine,	E.	6027 Pitt
Horner, Stella Daft,	A. & S.	Ellendale, La.
Levy, Irma Johanna,	A. & S.	Beaumont, Tex.
Luria, Corinna Morganna,	A.	1305 Broadway
Malhiot, Bessie T. Pugh,	A. & S.	Avoca, La.
McArdle, Golda Mary,	A. & S.	6020 Prytania
McGlathery, Georgia May,	A. & S.	Pass Christian, Miss.
McKowen, Sarah,	E.	Jackson, La.
Miller, Rosa Laura,	A.	Houston, Tex.
Mitterer, Blanche McNeill,	A.	Beaumont, Tex.
Niebergall, Edna Virginia,	E.	1131 Henry Clay
Pearce, Nellie May,	M.	1128 Jena
Pope, Lillian Byrn,	A. & S.	1203 Constantinople
Raymond, Jessica Pearl,	A.	2836 Camp
Raymond, Mary Clara,	A. & S.	1444 State
Reams, Ora Moss,	A.	Lake Charles, La.
Reiman, Rosalind Felicia,	A. & S.	5211 St. Charles
Richard, Sarah Louise,	A. & S.	Melville, La.
Sampson, Susie Crane Ermon,	E.	4840 S. Front
Snodgrass, Isabelle Stirling,	A. & S.	1435 Octavia
Thomson, Dorothy Throckmorton,	A. & S.	Summit Point, W. Va.
Vandenberge, Mary Edythe,	A.	Victoria, Tex.
Veters, Anna Judge,	A. & S.	1740 Berlin
Watson, Lorna Rebecca,	A. & S.	3904 Camp
Wharton, Anna Caswell,	A. & S.	1329 St. Andrew
Williams, Lois McGavock,	A.	1626 Carrollton
Wolbrette, Hermance Sarah,	A. & S.	2323 Magazine

## FRESHMAN CLASS

Adams, Marie Elise,	A.	628 Esplanade
Allain, Elise,	A.	2033 Prytania
Arlitt, Ada Hart,	E.	1810 Prytania
Ascher, Marie,	A.	Jackson, Miss.
Ayars, Mary Louise,	A.	Houston, Tex.
Bass, Zanona Wreathe,	A.	Lumberton, Miss.
Beauregard, Hilda Breton Toutant,	A. & S.	2512 Chestnut
Black, Fannie Maude,	A. & S.	1329 Octavia
Charlton, Alice,	A.	Houston, Tex.
Chretien, Emilie,	M.	1404 Esplanade
Cooley, Esther,	A. & S.	5526 Chestnut
Craighead, Blanche Smith,	E.	Uniontown, Ala.
Dabney, Elizabeth Price,	A. & S.	Hernando, Miss.
Dart, Edith Thorne,	A. & S.	5931 St. Charles
Eldredge, Ruth Kelsey,	A. & S.	4212 S. Franklin
Eustis, Gladys,	A. & S.	6104 Hurst
Evans, Justa De Armand,	E.	Monroe, La.
Everitt, Bessie Eugenia,	A.	617 Carrollton
Faulk, Agatha,	A. & S.	Monroe, La.
Favrot, Olga Freret,	A. & S.	2014 Richmond Place
Fee, Carolyn Baldwin,	A.	1937 Napoleon
Ferguson, Helen Heath,	E.	3448 Chestnut
Gibbens, Gladys Elizabeth Carson,	A. & S.	1525 Eighth
Gilleam, Georgia Isabel,	A. & S.	1625 Second
Gillespy, Rose Sadler,	A.	Birmingham, Ala.
Gladden, Lilah,	E.	Monroe, La.
Grossman, Eda,	E.	3416 Prytania
Gueydan, Marie Mercedes,	E.	1204 N. Lopez
Harris, Mary,	A.	1328 State
Hechinger, Louise Marie,	A. & S.	7635 St. Charles
Hill, Rosamond Agnes,	A.	1439 Delachaise
Hyman, Dora,	A. & S.	1103 Carondelet
Jeffrey, Alice George,	E.	Jeanerette, La.
Jenkins, Era,	A.	Lumberton, Miss.
Johnson, Althea Norris,	E.	11 La Salle Place
Kumpfer, Marie Friedericke,	E.	2817 Baronne
Labbe, Hilda,	E.	St. Martinville, La.
La Marque, Jeanne Friendchuh,	A. & S.	2316 Urquhart
Lawler, Carrie Genevieve,	A. & S.	3152 Chartres
Legendre, Ethelyn,	A. & S.	12 Audubon Place

Le More, Marie Louise,	A. & S.	1137 Esplanade
Lipscomb, Nell,	A.	Beaumont, Tex.
Littell, Bertha Hart,	A. & S.	Opelousas, La.
Luzenberg, Eleanor,	A. & S.	1230 State
Masterson, Mary Green,	M.	Beaumont, Tex.
McLees, Angie Louise,	A. & S.	Orangeburg, S. C.
Miller, Irene,	A. & S.	Alexandria La.
Miller, Joan Chaffe,	A. & S.	Minden, La.
Otis, Florence,	E.	Council Bluffs, Ia.
Parker, Harriet Ellen,	E.	1510 Louisiana
Randolph, Leila Pierce,	A.	1817 Calhoun
Rembert, Bettie Rea,	A. & S.	4236 Carondelet
Renshaw, Gladys Anne.	A. & S.	1107 Dauphine
Rhoades, Edna Browning,	A. & S.	1910 Milan
Robinson, Ione Helen,	A. & S.	Welsh, La.
Schulherr, Beryl Hattie,	A. & S.	Meridian Miss.
Seiler, Ruth Malvina.	A. & S.	438 Henry Clay
Sirera, Melanie Mattie,	A.	1206 Second
Smart, Irma Carolyn,	E.	2101 Magazine
Smith, Lillian Jeanne,	A.	1630 Napoleon
Spearing, Margaretta,	A. & S.	1419 Amelia
Sumner, Theodora Duval,	A. & S.	7627 St. Charles
Taliaferro, Edith,	M.	Bunkie, La.
Tannehill, May Ellen,	E.	Winnfield, La.
Thalheimer, Bernice,	E.	Pine Bluff, Ark.
Tiblier, Edvige Claire,	E.	5702 Hurst
Villere, Alma Marie,	A & S.	422 Lowerline
Walker, Pearl Elizabeth,	A. & S.	Gonzales, Tex.
Waterman, Dora Sussel,	E.	Pine Bluff, Ark.
Watson, Hazel Fitch,	E.	Hammond, La.
Wharton, Mary Clifton,	A. & S.	1329 St. Andrew
White, Willie Wynn,	M.	Alexandria, La.

## SPECIALS

Abbott, Helen,	Birmingham, Ala.
Anderson, Shirley.	1704 Carondelet
Arny, Caroline Louise,	3613 Chestnut
Ashmore, Bessie Jean,	Eoseland, La.
Austin, Edna May,	Hohenwald, Tenn.
Ballew, Bertha Blanche,	1526 Sixth
Barkdull, Gladys,	3027 De Soto

Barnett, Anita Marie,	2505 Decatur-
Barr, Lulu Hudson,	Newman, Ga.
Battle, Julia Clytie,	1404 Aununciation
Baumberger, Edith Louise,	Niles, Mich.
Belton, Elizabeth,	220 Bermuda
Blakely, Dora Leota,	3107 Magazine
Booker, Ollie,	Leesville, La.
Bounds, Mary Neville,	Moss Point, Miss.
Brooks, Bertha Martha,	Iota, La.
Burdick, Ruth Nutting,	1586 Calhoun
Bush, Phyllis Gresham,	Montegut, La.
Champagne, May Amelia,	420 Saratoga
Chunn, Mildred May,	2045 Coliseum
Churchill, Catharine Caroline,	1222 Fern
Cobb, Mary Lou,	Birmingham, Ala.
Collins, Edna Gertrude,	Austin, Tex.
Craighead, Jane,	3518 Chestnut
Crebbin, Lucie Harwick,	1434 Delachaise
Danziger, Miriam,	3615 St. Charles
Davis, Louise Thomson,	Ruston, La.
Dillaye, Eloise,	Houston, Tex.
Drueding, Leonard Joseph,	2041 Constance
Dunlap, Marie,	Paris, Tenn.
Ellis, Frank,	Hazleburst, Miss.
Eistetter, Olyve Virgilia,	3237 St. Philip
Elliott, Adine,	Okolona, Miss.
Faust, Irma,	820 Marigny
Fay, Maud, Lobdell,	510 Lowerline
Fly, Nora Ella,	1300 Peniston
Ford, Hazel Bernadette,	545 S. Claiborne
Foules, Margaret Dunbar,	Wilczinski, Miss.
Franklin, Helena Mary,	4622 Carondelet
Friedrichs, Ethel Marie,	Metairie Ridge
Friedrichs, Hedwige Marie,	Metairie Ridge
Frye, Bernice Cecilia,	5232 Coliseum
Gachet, Margaret,	1640 Arabella
Garrison, Paula Evelynde,	Houston, Tex.
Gauche, Mildred,	4802 St. Charles
Gillentine, Bessie A.	Hollis, Okla.
Goldstein, Rita Mae,	1819 Octavia
Goodwin, Susan Howard,	1309 Seventh

Gosserand, Marie Anita,  
 Graham, Hannah Seymour,  
 Gregory, Lucile Marie,  
 Gunby, Olive Agnes,  
 Hardcastle, Anita Minerva,  
 Hardy, Greenwood,  
 Harper, Nina Ellison,  
 Harrison, Maude Ella,  
 Hereford, Flavia Brewer,  
 Higgins, Loulie,  
 Hoffman, Sarah Marks,  
 Howard, Flores.  
 Isaacs, Louise May,  
 Janvier, Lois,  
 Joachim, Carrie Josepha  
 Jordan, Mary Maude,  
 Jungling, Louise H.  
 Kahn, Pearle Epstein,  
 Kahn, Saidye Eva,  
 Kent, Lilah Belle,  
 Kinchen, Edna Lucille,  
 Labouisse, Catherine Priestley,  
 Lambert, Inez Margaret,  
 Lampton, Lucille,  
 Laterriere, Helena Cora,  
 Liddle, Gladys Bloomfield,  
 Little, Stella,  
 Madison, Dorothy Payne,  
 Maher, Annie Aldea,  
 Malter, Veronica Irene,  
 Mander, Laurel,  
 Marks, Essie,  
 Martin, Gladys Willie,  
 Masterson, Lura Hannah,  
 Maxwell, Ruth Nottage,  
 McCaleb, Clara Kohn,  
 McCollam, Edna,  
 McCrohan, Susie Douglass,  
 Melady, Delia Audrey,  
 Merilh, Mathilde,  
 Meyer, Lenore,

New Roads, La.  
 1303 Peniston  
 1318 Washington  
 Monroe, La.  
 Houston, Tex.  
 Shreveport La.  
 1431 Octavia  
 2323 Napoleon Ave.  
 4226 Carondelet  
 Columbus, Ga.  
 4117 Perrier  
 3513 St. Charles  
 5120 St. Charles  
 1445 Webster  
 636 Second  
 Blakely, Ga.  
 Bogalusa, La.  
 Gloster, Miss.  
 Jackson, Miss.  
 Greensburg, La.  
 4431 Iberville  
 1544 Webster  
 121 S. Pierce  
 Magnolia, Miss.  
 1019 Clouet  
 Slidell La.  
 1221 Fourth  
 Tulsa, Okla.  
 232 Morgan  
 2001 Perdido  
 4719 Iberville  
 921 Peters  
 Slidell, La.  
 Beaumont, Tex.  
 3222 Prytania  
 1523 Soniat  
 Ellendale, La.  
 Centreville, Miss.  
 Alexandria, La.  
 1029 Bourbon  
 1523 Soniat



Moller, Eleanor Hawthorn,	2018 Peters
Morris, Innes,	1318 Nashville
Morse, Jeanette Oliver,	Houston Tex.
Mouton, Helen Muriel,	Lafayette, La.
Nabors, Parie McHenry,	Mansfield, La.
O'Keefe, Mary Cahill,	Ocean Springs, Miss.
Orr, Edith,	Birmingham, Ala.
Paine, Ella Eugenia,	Mandeville La.
Palfrey, Phoebe Turpin,	2319 Magazine
Patterson, Virgie Sue,	Bastrop, La.
Payne, Alice Marshall,	1649 Palmer
Pearce, Addie Smythe,	Little Rock, Ark.
Perkins, Susie Lee,	Brookhaven, Miss.
Puig, Actea Marie,	St. Bernard, La.
Railey, Mary Leacock,	722 Lowerline
Reiss, Alice Marie,	2915 Chestnut
Riess, Amelia,	1423 Milan
Rives, Carrie,	Manfield, La.
Rodd, Urilda Breedlove,	2705 Chestnut
Rogers, Alice,	1139 Third
Root, Lula May,	2108 Palmer
Rosborough, Carrie Louise,	Victoria, Tex.
Sanders, Dorothy Muriel,	6023 Saratogo
Schwing, Carrie Beth,	905 Nashville
Scott, Natalie Vivian,	4907 Carondelet
Seaver, Margie,	2011 Marengo
Seidenbach, Maude,	6020 St. Charles
Sherwood, Mildred Adams,	2545 Canal
Shields, Elsie,	1325 Josephine
Sieferth, Fanny Cohen,	Montgomery, Ala.
Sistrunk, Mary Molton,	Montgomery, Ala
Sivewright, Mabel Rose,	8015 Plum
Snyder, Edyth Mildred,	1597 Exposition Blvd.
Spearing, Cora Margie,	1419 Amelia
Spearing, May Clara,	4152 Canal
Stern, Sara May Lillian,	5115 St. Charles
Stevens, Genevieve Davis,	1503 Exposition Blvd.
Stewart, Adele,	1935 Ursuline
Stewart, Lilly Boone,	2331 Chestnut
Stubbs, Elizabeth Gordon,	Galveston, Tex.
Taylor, George Margaretta,	Demopolis, Ala.

Threefoot, Tarris,	Meridian, Miss.
Upton, Phebe,	3622 Chestnut
Urquhart, Emma Jamison,	602 South
Van Den Berg, Anna Mary,	Menominee, Mich.
Walker, Marguerite,	Ft. Worth, Tex.
Waterous, Mary Irene,	St. Paul, Minn.
Weddell, Hester,	2024 Carondelet
Weeks, Mary B.,	New Iberia, La.
West, Mary Buchanan Scott,	Lexington, Va
West, Susybelle,	Corsicana, Tex.
White, Alice,	2714 Coliseum
White, Emily Humber,	U. S. Marine Hospital
White, Josephine Hill,	U. S. Marine Hospital
White, Mary Roberta,	U. S. Marine Hospital
Williams, Annie Mainer,	1536 St. Andrew
Williams, Helen McMain,	Citronelle, Ala.
Williams, Nelwyn,	Mansfield, La.
Wisner, Elizabeth,	2362 Camp
Wood, Annie Miriam,	1515 Dufossat
Wood, Lelia Elizabeth,	Birmingham, Ala.
Zeidler, Mamie,	1026 Esplanade

## ART CRAFTSMEN

Bailey, Henrietta Davidson,	2539 Burgundy
Delavigne, Marie Odile,	607 Jourdan
Holt, Sally Shepherd,	3129 Camp
Irvine Sadie Agnes Estelle,	1218 Valmont
LeBlanc, Marie de Hoa,	1225 Chartres
Mason, Alma Florence,	306 State
Mauras, Juanita Marie,	2825 Constance
Ryan, Mazie Theresa,	1542 Calhoun
Shepard, Effie,	1462 Arabella
Simpson, Anne Frances Conner,	1526 Washington
Sumney, Mary Williamson,	1468 Arabella
Urquhart Alice Rosalie,	343 Broadway

## POST-GRADUATE

Byrne, Julia,	A.	602 South
Clemens, Alethia Beatrice,	A.	Biloxi, Miss.
Hornor, Elizabeth Antoinette,	A.	1326 Gov. Nicholls
McDonald, Ida,	A.	Windsor, Mo.

Morel, May Sydnor,	A.	1424 Marengo
Palfrey, Mary Harrison,	A.	747 Race
Veters, Marie Phene,	A.	1740 Berlin
White, Adele Olive,	A.	1509 Sixth
Wood, Ella Miriam,	A.	360 Broadway
Woodward, Eleanor,	A.	7321 Felicia

## SUMMARY OF STUDENTS

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The number of students in attendance during the present session,  
(computed March 15, 1911.)

Senior Class .....	32
Junior Class .....	28
Sophomore Class .....	48
Freshman Class .....	72
Special Students .....	150
Art Craftsman .....	12
Post Graduate .....	10
	<hr/>
	352
High School .....	126
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	478



# THE TULANE UNIVERSITY OF LOUISIANA

## NEW ORLEANS

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EDWIN BOONE CRAIGHEAD, LL. D., D. C. L., President.

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The University, in all its departments, is located in the City of New Orleans, the metropolis of the South. There are nine Departments, with twenty-three buildings. Modern dormitories, extensive laboratories, libraries, and museums.

**THE ACADEMIC COLLEGES**, comprising the College of Arts and Sciences and College of Technology, offer full courses in Literature, Science, Architecture, and all branches of Engineering. There are many scholarships in the Academic Colleges open to high school graduates.

**THE NEWCOMB COLLEGE**, for Young Women, located in Washington Avenue, in the best residential district, offers in the *School of Arts and Sciences* full courses in Literature, History and Science; in the *School of Art* every facility for the study and practice of industrial and fine arts, with picture galleries and an art library; in the *School of Music* superior facilities for the study of Music in all its branches; in the *School of Household Economy* professional, special and elective courses in Domestic Science and Domestic Art and in the *School of Education*, practical and theoretical training for teachers of high and elementary schools.

**THE TEACHERS COLLEGE** offers both practical and theoretical training for superintendents and principals and teachers of high and elementary schools, with courses leading to the degree of Bachelor of Arts in Education.

**THE GRADUATE DEPARTMENT**, open to graduates of approved colleges, offers advanced courses leading to the degrees of A. M., M. E., C. E., and Ph. D. A number of Fellowships are awarded annually.

**THE LAW DEPARTMENT** offers two complete three-year courses, each leading to the degree of Bachelor of Laws; one to prepare students for practice in Common Law States, the other to prepare students for practice in Louisiana.

**THE PHARMACY DEPARTMENT** offers scientific training in Pharmacy, Drug and Food Analysis, with superior laboratory facilities.

**THE MEDICAL DEPARTMENT** is the oldest medical college in the Southwest, with unequalled clinical and anatomical advantages. The first two years are given in new buildings of this department on the Tulane Campus, and the last two years at the Hutchinson Memorial and the great Charity Hospital.

**THE POST-GRADUATE MEDICAL DEPARTMENT (New Orleans Polyclinic)**, open to licensed practitioners, affords unusual clinical facilities for the study of diseases. Instruction is carried on at the Polyclinic, at the Charity Hospital, and at the Eye, Ear, Nose and Throat Hospital.

**THE DENTAL DEPARTMENT, (New Orleans College of Dentistry)**, offers a full three year's course leading to the degree of D. D. S., with practically unlimited clinical material.

For special circulars or for detailed information, address the Deans of the respective departments. For General Register of the University, address,

SECRETARY OF TULANE UNIVERSITY,

Gibson Hall, New Orleans.











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